

GLENDALE UNIFIED SCHOOL DISTRICT

Middle School

February 18, 2003

Department: Visual and Performing Arts

Course Title: Band, Concert

Course Number: 2700G7 and 2701G8

Grade Levels: 7 - 8

Semester Hours: 10

Prerequisite: Beginning Band, or one- or two-years on a wind or percussion instrument, or recommendation of elementary school instructor.

Course Description: This is a one-year Band class for the student who has had previous training on a wind or percussion instrument. This class further develops the Visual and Performing Arts Standards introduced in Beginning Band by expanding musical concepts, expression, connections in society, and demanding a greater instrumental technical proficiency specific to wind and percussion as well as a greater understanding of music from various periods, composers, and cultures. The repertoire performed in this class will reflect these higher expectations

I. Standards

- A. Standard 1 - Artistic Perception: Students demonstrate musical skills, analyse music, process aural information and describe music using the terminology of music. Students read and respond to sensory information through the language and skills unique to music.

The students will:

1. Describe larger forms of music such as a symphony and tone poem.
2. Explain how music elements are used to create specific music events in given aural examples (e.g., dynamics, tempo markings, note and rhythm values, and pitches.)
3. Sight-read accurately and expressively (Southern California School and Band Association-Level D Music)

4. Transcribe aural examples into rhythmic and melodic notation. (eighth, quarter, and half note phrases with an octave range.)
5. Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.

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6. Analyse and compare the use of music elements representing various genres, styles, and cultures with an emphasis on chords and harmonic progressions.

- B. Standard 2 - Creative Expression: Students apply instrumental music skills in performing a varied repertoire of music.

The students will:

1. Perform a repertoire of Instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, both written and memorized: by oneself and in ensembles (Southern California School and Band Association-Level C Music)
2. Perform music written for Concert Band and smaller ensembles.

- C. Standard 3 - Historical and Cultural Context: Students analyse the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

The students will:

1. Explain how music has reflected social functions and changing ideas and values. (e.g., early role of musicians vs. modern role)
2. Perform music from diverse genres, cultures, and time periods
3. Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary
4. Identify and explain the influences of various cultures on music in early United States history. (e.g., European, African)
5. Compare and contrast the functions music serves and the place of musicians in society in various cultures.

6. Compare and contrast distinguishing characteristics of music genres and styles from a variety of cultures. (e.g., Japanese, Early American, Korean, Armenian)
- D. Standard 4 - Aesthetic Valuing: Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

The students will:

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1. Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
 2. Explain how and why people use and respond to specific music from different musical cultures found in the United States.
 3. Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.
- E. Standard 5 - Connections Relationships, and Applications: Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

The students will:

1. Describe how music is composed and adapted for use in film, video, radio, and television.
2. Describe skills necessary for composing, performing, and adapting music for use in film, video, radio, and television.
3. Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movements in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

4. Examine the training, education and experience needed to pursue music career options (e.g., performer, manager, producer, music therapist, critic, composer, etc.).

II. Sample Assessments

- A. Performance – formal and informal
- B. Scale quizzes, music selection tests, technique quizzes
- C. Ongoing assessment of student performance and participation
- D. Self reflections – practice logs
- E. Written concert evaluations

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III. Topics of Study/Suggested Time Distribution

- A. Critical analysis of music, using the vocabulary and language of music. 15%
 1. Melody
 2. Harmony
 3. Rhythm
 4. Texture
 5. Form
 6. Dynamics
 7. Timbre
 8. Describe specific music events within aural examples
- B. Reading and notation of music. 10%
 1. Identify and define bass and treble clef

2. Identify and define symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- C. Performance on instruments with a varied repertoire of music. 20%
1. Simple melodies by ear on a melodic instrument
 2. At least one instrument accurately and independently
 3. Correct playing position and posture
 4. Proper warm-up and cool-down techniques
 5. Correct fingering technique with alternate fingering used if necessary
 6. Alone, in small groups, and in large ensembles
- D. Improvising melodies, variations, and accompaniments. 5%
1. Simple accompaniment
 2. Melodic embellishments
 3. Simple rhythmic and melodic variations to given melodic phrases

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- E. Compose and arrange music. 5%
1. Short phrases with unity and variety
 2. Tension and release
 3. Traditional and non-traditional sound sources
 4. Complex melodies with the aid of electronic media (e.g., midi, mixers, computers)
- F. Knowledge and skills necessary to understand and perform music from all parts of the world. 10%
1. Elements of music from diverse genres and cultures
 2. Social functions as a result of various musical forms

- G. Knowledge and understanding of the relationship of music to history and culture. 10%
 - 1. Music from diverse genres and cultures
 - 2. Uses and variations of the elements of music
 - 3. Appropriate expression for work performed

- H. Knowledge, skill, and understanding to make critical judgements about and determine the quality of music experiences and performances. 15%
 - 1. Criteria for evaluating quality of music
 - 2. Effectiveness of their own and others' performances and compositions
 - 3. Criteria in their personal choices in listening and performing
 - 4. Constructive suggestions for improvement based on criteria and style of music

- I. Making Connections 10%
 - 1. Appropriate audio tapes, video, CD, CD ROM, DVD, computer programs for the teacher and student
 - 2. Careers in music
 - 3. Music as a lifelong learning and experience

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- 4. Exploring and relating music to other subject areas, such as English/language arts, history/social studies, science, math, the other arts/disciplines, etc.
- 5. Music in film, video, radio, and television
- 6. Time management skills gained by practicing and setting schedules

IV. Instructional Strategies or Methods

- A. Project based learning: practicing music for concerts, researching composers, compose music for performance, etc.

- B. Group and individual work in sectionals, collaborations, and solos
 - C. Performance - formal and informal, stage and community
 - D. Rehearsal on musical and technical concepts, preparation for performance
 - E. Readings
 - F. Lecture
 - G. Library/Internet research
 - H. Videos, tapes, CD's, CD ROM, DVD
 - I. Festivals - evaluations by qualified outside music educators
 - J. Modeling of desired sounds, phrasings, and musical concepts
- V. Resource Materials
- A. Adopted texts - none
 - B. Music selected and purchased for concerts from the suggested, but not limited to lists; Southern California School Band and Orchestra list and Texas PML. (Level C Music)
 - C. Instructional aids and printed resources for teachers and students addressing the following musical concepts
 - 1. Scales
 - 2. Dynamics
 - 3. Technique
 - 4. Finger positions
 - 5. Rhythm
 - 6. Balance
 - 7. Intonation

8. Notation
9. Musical history

D. Supplies and equipment

1. Sound system, CD player, tape, DVD
2. Instruments (tubas, trombones, baritones, French horns, trumpets, saxophones, clarinets, flutes, oboes, bassoons, percussion instruments)
3. Music stands, chairs
4. Maintenance equipment (valve oil, key oil, slide crème, cleaning equipment, instrument repair tools, etc.)
5. Instrument accessories (reeds, sticks, mallets, mouthpieces, ligature, etc.)
6. Video camera