

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

December 17, 2002

Department: Visual and Performing Arts

Course Title: Instrumental Training

Course Number:

Grade Levels: 9 - 12

Semester Hours: 10

Prerequisite: Access to a band or orchestra instrument

Course Description: This is a one-year music course for the beginning player or for those who wish to learn an additional instrument. Only standard wind, percussion, or string instruments will be taught. The student should possess or rent an instrument from the school or a vendor. Instrumental training follows the Visual and Performing Arts Standards by developing musical expression, aesthetic judgements, connections in society, as well as providing an understanding of music from various classical periods, composers, and cultures.

I. Standards

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

The students will:

1. Read a musical score and describe how the elements of music are used.
2. Transcribe simple songs and melody into melodic and rhythmic notation when presented aurally (level of difficulty: 1; scale: 1-6).
3. Sight-read music accurately (level of difficulty: 1; scale: 1-6).
4. Analyze and describe significant musical events perceived in a given aural example.

5. Describe the use of musical elements in a given music work that makes them unique, interesting, and expressive.
6. Compare the use of form, both past and present, in a varied repertoire of music from diverse musical genres, styles, and cultures.

- B. Standard 2 - Creative Expression: Students apply specific musical skills in performing, creating and participating in a varied repertoire of band music from classical and contemporary periods.

The students will:

1. Perform on a musical instrument musical literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in small ensembles (level of difficulty: 1; scale: 1-6).
2. Create melodic and rhythmic improvisations in a style or genre within a musical culture.
3. Compose simple music in distinct styles and various popular music eras.

- C. Standard 3 - Historical and Cultural Context: Students analyze 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. Analyze how the roles of musicians and composers have changed or remained the same throughout the history of music.
2. Identify uses of music elements in non-traditional classical music (polyrhythmic, mixed meters).
3. Compare and contrast the social function of a variety of classical music forms in various cultures and time periods.
4. Perform music from a variety of cultures and classical periods.
5. Compare and contrast musical instruments from a variety of cultures and historical periods.
6. Compare and contrast music styles within various popular genres in North America and South America.
7. Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.

8. Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

- 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:

1. Compare how a composer's intentions result in a work of music and how that music is used.
2. Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
3. Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

- 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. Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
2. Analyze the process for performing, arranging, underscoring, and composing music for film and video productions.
3. Identify and explain the various factors involved in pursuing a music career as a performer, composer, producer, or many other music related professions.

II. Sample Assessments

- A. Performance - formal and informal
- B. Quizzes on fingerings, terminology, music selections, and music history
- C. Ongoing assessment of student performance and participation
- D. Self reflections - practice logs

E. Written concert evaluations

F. Marching tests

III. Topics of Study/Suggested Time Distribution

- A. Critical analysis of music, using the vocabulary and language of music. 5%
 - 1. Musical materials of different pieces in the same genre or style
 - 2. Specific music events within aural examples
 - 3. Specific musical events by memory within aural examples and apply them to musical events in other musical works

- B. Reading and notation of music. 20%
 - 1. Accurate sight-reading
 - 2. Clefs
 - 3. Standard notational symbols
 - 4. Elements of Music in music scores and parts

- C. Performance on instruments with a varied repertoire of music. 20%
 - 1. Expressive and technical accurate performance
 - 2. Proper warm-up and cool down techniques
 - 3. Proficiency on chosen instrument
 - 4. Western and non-western literature

- D. Improvising melodies, variations, and accompaniments. 10%
 - 1. Harmonize stylistically appropriate parts
 - 2. Melodic embellishments
 - 3. Modal, atonal, and tonal patterns
 - 4. Original melodies in a constant style, meter, and tonality

- E. Compose and arrange music. 5%

1. Create original compositions
2. Tension and release
3. Imaginative and technical skill in applying the principles of composition

Instrumental Training
Page 5

4. Cultural resources used as influence
 5. Electronic media
- F. Knowledge and skills necessary to understand and perform music from all parts of the world. 5%
1. Elements of music from diverse genres and cultures
 2. Social functions as a result of various musical forms
 3. Analyze variety of cultural musical forms
- G. Knowledge and understanding of the relationship of classical music to history and culture. 10%
1. Performances of music from diverse genres and cultures.
 2. Performances with appropriate and accurate expression and technical acuity according to the diverse culture of the music.
 3. Appropriate expression for work performed dependent upon culture.
- H. Knowledge, skill, and understanding to make critical judgements about and determine the quality of music experiences and performances. 15%
1. Evaluate aesthetic quality of music.
 2. Formal classical criteria compared with criteria developed for evaluation of musical works from a variety of cultures.
 3. Criteria in their personal choices in listening and performing.
 4. Constructive suggestions for improvement based on criteria and style of music.

5. Musical means used to evoke feelings and emotions evaluated in musical works.

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. Current music job opportunities
4. Music as a lifelong learning experience

Instrumental Training
Page 6

5. Exploring and relating music to other subject areas, such as English/Language Arts, History/Social Studies, Science, Math, the other arts/disciplines, etc.
6. Music in film, video, radio, and television
7. 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 - informal
- D. Rehearsal on musical and technical concepts
- E. Readings
- F. Lecture
- G. Library/Internet research
- H. Videos, tapes, CD's, CD ROM, DVD
- I. Modeling of desired sounds, phrasings, and musical concepts

V. Resource Materials

- A. Adopted texts - "Best in Class" and "All for Strings" are recommended
- B. Music selected and purchased for rehearsal techniques
- C. Instructional aids, printed resources, audio examples for teachers and students addressing the following musical concepts:
 - 1. Scales
 - 2. Dynamics
 - 3. Articulations
 - 4. Technique
 - 5. Chorals
 - 6. Styles
 - 7. Rhythm
 - 8. Balance
 - 9. Music history
- D. Supplies and equipment
 - 1. Sound system, CD player, tape, DVD
 - 2. Instruments (winds, brass, strings, percussion)
 - 3. Music stands, chairs, drum major podium, props, chalk for lining field
 - 4. Cart for storing and transporting equipment
 - 5. Musical supplies and equipment: reeds, mouthpieces, valve oil, slide crème, strings, tuners, strings, etc.
 - 6. Video camera