

GLENDALE UNIFIED SCHOOL DISTRICT

Middle School

February 18, 2003

Department: Visual and Performing Arts  
Course Title: Wind Ensemble (formerly: Band, Beginning)  
Course Number: 2654G7 and 2655G8  
Grade Level: 7 - 8  
Semester Hours: 10  
Prerequisite: None

Course Description: This beginning course is a one-year Band class for the student who has very little, if any, previous training on a wind or percussion instrument. This class develops the Visual and Performing Arts Standards by covering basic musical knowledge, connections to society, expression, and instrumental techniques specific to strings, as well as introducing music of various 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 and respond to sensory information through the language and skills unique to music.

The students will:

1. Describe larger forms of music such as (canon, fugue, etc).
2. Compare and analyze the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.
3. Sight-read simple melodies in the treble or bass clef (Level of difficulty: 1; scale: 1-6).
4. Transcribe very simple aural examples into rhythmic and melodic notation. (half notes and rests, whole notes and rests, quarter notes and rests)
5. Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.

6. Read, write, and perform intervals, chordal patterns, 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 (Level of difficulty: 2; scale: 1-6)
2. Improvise melodies and harmonic accompaniments.
3. Compose short pieces in duple and triple meters.

- 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. Compare music from various cultures.
2. Compare the functions music serves in various cultures.
3. Compare the roles of musicians in various cultures.
4. Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, and South American).
5. Identify and describe distinguishing characteristics of music genres and styles from a variety of cultures.
6. Perform music from diverse genres and cultures.
7. Identify instruments from a variety of cultures visually and aurally.
8. Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.

- 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. Use criteria to evaluate the quality and effectiveness of musical performances and compositions.

Band, Beginning  
Page 3

2. Apply criteria appropriate for the style or genre of music.
3. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.
4. Compare and contrast the differences between various musical performances of the same selection of music.

- 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. Identify the importance of practicing and how it relates to personal improvement.
2. Identify and describe how music functions in media and everyday life.
3. Identify similarities and differences in the meanings of common terms used in music and other subject areas.
4. Identify various careers for musicians in the entertainment industry.

## II. Sample Assessments

- A. Performance - formal and informal
- B. Note, rhythm, music terminology, finger placement, and music selection quizzes
- C. Ongoing assessment of student performance and participation
- D. Self reflections - practice logs
- E. Written concert evaluations

III. Topics of Study/Suggested Time Distribution

- A. Critical analysis of music, using the vocabulary and language of music. 5%
1. Melody
  - 2.
  3. Harmony
  4. Rhythm
  5. Texture
  6. Form
  7. Dynamics
  8. Timbre
  9. Describe specific music events within aural examples
- B. Reading and notation of music 15%
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 finger placement
  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
- 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)

Band, Beginning  
Page 5

- 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. 15%
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. 10%
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 15%

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 experience
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

Band, Beginning

Page 6

- B. Group and individual work in sectionals, collaborations, and solos
- C. Performance - formal and informal, stage and classroom
- 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. Modeling of desired sounds, phrasings, and musical concepts

V. Resource Materials

- A. Adopted text

1. Best in Class
- 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 D Music)
- C. Instructional aids, 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

Band, Beginning  
Page 7

- D. Supplies and equipment
  1. Sound system, CD player, tape, DVD
  2. Instruments (winds, brass, percussion)
  3. Music stands, chairs
  4. Maintenance equipment (valve oil, key oil, slide creme)
  5. Instrument accessories (reeds, sticks, mallets, etc.)
  6. Video camera



