

Department: Music

Course Title: Instrumental Activities

Course #: 951, 952

## DESCRIPTION OF COURSE:

(Prerequisite: The ability to play a band instrument.) Students will learn important aspects of functioning successfully within a musical ensemble. They will accurately interpret musical scores containing complex rhythms and melodies. Students will demonstrate the fundamentals of acceptable tone production, including adjusting pitch to match that of the group and listening for proper blend and balance. Moreover, students will develop skills and techniques applicable to their instruments. Students will understand the basic concepts of music theory and music history and understand how the knowledge of these concepts improves performance. Achievement will be demonstrated by participating in solo, small, and large ensembles, performances, rehearsals, and peer evaluation. **Attendance for outside performances is required.**

In September 2001, the music department adopted a four year cyclic curriculum in which the areas of tone, articulation, style, music theory, music history, tone development, timbre, tone color, the elements of music (rhythm, harmony, texture, melody), forms of music, and the interpretation and discrimination of music will all be taught through the performance of band music. Although all of these content areas will be yearly reviewed in order to assure continuity and reinforcement, a few areas will be heavily emphasized each year.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ASSESSMENT ANCHORS
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<p><b>Year 1 – Styles of Music</b></p> <p>A. An emphasis will be placed on the teaching of the general styles of articulation, the march style, and rubato style.</p> <p>B. An emphasis will be placed on the teaching of historical styles and performance practices of the music of the Renaissance, Baroque, Classical, Romantic, and Contemporary periods.</p>	<p>Ongoing; each of the topics listed here will be emphasized throughout the entire school year.</p>	<p>9.1 - Performing on instruments, alone and with others, a varied repertoire of music; improvising melodies, variations, and accompaniments, composing and arranging music in specified guidelines, reading and notating music.</p> <p>9.2 – Understanding relationships between music , the other arts, and disciplines outside the arts.</p> <p>9.3 – Listening to, analyzing, and describing music.</p> <p>9.4 – Evaluating music and performances.</p>
<p><b>Year 2 – Timbre and Materials of Music</b></p> <p>A. An emphasis will be placed upon the following in both large and small ensemble situations:</p> <ol style="list-style-type: none"> <li>1. tone development</li> <li>2. overall band sonority</li> <li>3. timbre</li> <li>4. tone color</li> </ol> <p>B. An emphasis will be placed upon the following elements of music:</p> <ol style="list-style-type: none"> <li>1. rhythm</li> <li>2. melody/theme</li> <li>3. texture</li> <li>4. harmony</li> </ol>	<p>Ongoing; each of the topics listed here will be emphasized throughout the entire school year.</p>	<p>9.1 - Performing on instruments, alone and with others, a varied repertoire of music; improvising melodies, variations, and accompaniments, composing and arranging music in specified guidelines, reading and notating music.</p> <p>9.2 – Understanding relationships between music , the other arts, and disciplines outside the arts.</p> <p>9.3 – Listening to, analyzing, and describing music.</p> <p>9.4 – Evaluating music and performances.</p>

<p><b>Year 3 – Forms of Music</b></p> <p>A. An emphasis will be placed upon studying and performing music in the following forms:</p> <ol style="list-style-type: none"> <li>1. binary</li> <li>2. ternary</li> <li>3. rondo</li> <li>4. arch</li> <li>5. theme and variations</li> <li>6. sonata</li> <li>7. fugue</li> <li>8. concerto</li> </ol>	<p>Ongoing; each of the topics listed here will be emphasized throughout the entire school year.</p>	<p>9.1 - Performing on instruments, alone and with others, a varied repertoire of music; improvising melodies, variations, and accompaniments, composing and arranging music in specified guidelines, reading and notating music.</p> <p>9.2 – Understanding relationships between music , the other arts, and disciplines outside the arts.</p> <p>9.3 – Listening to, analyzing, and describing music.</p> <p>9.4 – Evaluating music and performances.</p>
<p><b>Year 4 – Interpretation and Discrimination of Music</b></p> <p>A. Interpretation</p> <ol style="list-style-type: none"> <li>1. An emphasis will be placed upon the teaching of and the use of expression marks including dynamics, tempo, style, and mood.</li> <li>2. An emphasis will be placed upon musical structure as it relates to phrasing and the musical line.</li> </ol> <p>B. Discrimination of Music</p> <ol style="list-style-type: none"> <li>1. An emphasis will be placed upon presenting concepts for evaluating what is good music, performance, and style.</li> </ol>	<p>Ongoing; each of the topics listed here will be emphasized throughout the entire school year.</p>	<p>9.1 - Performing on instruments, alone and with others, a varied repertoire of music; improvising melodies, variations, and accompaniments, composing and arranging music in specified guidelines, reading and notating music.</p> <p>9.2 – Understanding relationships between music , the other arts, and disciplines outside the arts.</p> <p>9.3 – Listening to, analyzing, and describing music.</p> <p>9.4 – Evaluating music and performances.</p>

## **INSTRUCTIONAL RESOURCES:**

Large ensembles, small ensembles, solos.