Oroville Union High School District
Course Description

Course Title:	Band
Aeries Course #:	685A
CBEDS #:	2300
Course Length:	One Year
Type of Credit(s):	VAPA
A-G Approved:	Yes
Approval Date:	LP 10/9/15; OHS 12/5/14
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	None
Supplemental Materials:	Band Music
Digital Resources:	Smart Music Sight Reading Factory

Course Overview

Students in this course perform music appropriate for high school musicians. In addition to the technical and musical skills needed for performing, students learn theory, ear training and history appropriate to this level. Students will understand the foundation and skills necessary to progress to collegiate level Band. Students will also perform as part of the larger LP/O Alliance Marching Band. Performances and extra-curricular practices are scheduled throughout the year as required by the Band Director. The course may be repeated for additional credit. Band Camp is a 60 hour sequence of instruction before the start of school, in which student can earn 2.5 elective credits. Conditions for earning the credits are established by the Band Director.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 2/13/19

Music Content Standards
Grades 9-12 – Proficient

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).
1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

Listen to, Analyze, and Describe Music

1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
2.2 Sing music written in three or four parts with and without accompaniment.
2.3 Sing in small ensembles, with one performer for each part.
2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
2.5 Perform on an instrument in small ensembles, with one performer for each part.

Compose, Arrange, and Improvise

2.6 Compose music, using musical elements for expressive effect.
2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.

2.9 Improvise harmonizing parts, using an appropriate style.
2.10 Improvise original melodies over given chord progressions.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

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.

Role of Music

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Diversity of Music

3.3 Describe the differences between styles in traditional folk genres within the United States.
3.4 Perform music from various cultures and time periods.
3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Derive Meaning

4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

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 also learn about careers in and related to music.

Connections and Applications

5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills

5.3 Research musical careers in radio, television, and advertising.

Music Content Standards
Grades 9-12 – Advanced

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read a full instrument or vocal score and describe how the elements of music are used.
1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1-6).
1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

Listen to, Analyze, and Describe Music

1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).
2.2 Sing music written in four parts with and without accompaniment.
2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6).
2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).
2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1-6).

Compose, Arrange, and Improvise

2.6 Compose music in distinct styles.

2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

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.

Role of Music

3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.
3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.

Diversity of Music

3.4 Perform music from a variety of cultures and historical periods.
3.5 Compare and contrast instruments from a variety of cultures and historical periods.
3.6 Compare and contrast musical styles within various popular genres in North America and South America.
3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.

Derive Meaning

4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

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 also learn about careers in and related to music.

Connections and Applications

5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

5.2 Analyze the process for arranging, underscoring, and composing music for film and video productions.

Careers and Career-Related Skills

5.3 Identify and explain the various factors involved in pursuing careers in music.