

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Intermediate Band, Middle School

Date: February 2004

Proposed Grade Level: 6, 7, 8

Grading: A – F

Prerequisites: One year of study on a band instrument or teacher recommendation

BRIEF COURSE DESCRIPTION:

The middle school band program is designed to provide opportunities for students to learn to play instruments in a group setting and to lead a student to acquire the skills needed for satisfactory individual performance. This course offers the student playing experiences through which he/she may achieve a proficiency in the basic fundamentals of musicianship and technique on his/her instrument. One of the goals of this course is to prepare the student to play in the high school program. Students are required to attend the scheduled public performances.

GENERAL GOALS/PURPOSES:

(From the Four Cornerstones of the Visual and Performance Art Model Curriculum Standards, California State Department of Education, 1985.)

Students will:

- Demonstrate an understanding of the communicative potential of the arts – from the expression of universal concepts through the development of artistic styles in Western and non-Western traditions and will use the arts to reinforce concepts and ideas in other subject areas.
- Demonstrate insights into the roles of the arts in understanding themselves and in reflecting the ideas and values of individuals as well as diverse culture.
- Demonstrate an understanding of the artistic contributions of various ethnic groups to American cultures.
- Demonstrate enhanced kinesthetic, aural, tactile, and visual sensibilities and an understanding of the necessary skills for artistic processes.
- Demonstrate insight into the unique ability of the arts to communicate and elicit response and will engage in higher order thinking skills.
- Engage in creative activities that help them achieve personal insight, emotional satisfaction, and spiritual nourishment.
- Demonstrate an appreciation of their own efforts to think imaginatively and will engage in activities directed toward the refinement and mastery of artistic skills and performance/production techniques.
- Engage in activities which promote their understanding of the arts for lifelong involvement including the potential for careers.

STUDENT READING COMPONENT:

Students will read excerpts from various Band/Instrumental techniques, historical periods, and composers of different styles of music. Students will also explore and analyze different composers' intent with various works.

STUDENT WRITING COMPONENT:

Students will be required to attend one live performance or concert and write an essay critiquing the concert, comparing and contrasting the actual performance with the technique they are learning in class.

STUDENT ORAL COMPONENT:

Regular in-class discussions will be conducted in order to assess the student's understanding of new concepts that have been introduced. Progress in instrumental technique will be periodically evaluated while students play together in ensembles.

DETAILED UNITS OF INSTRUCTION:

Unit I – Orientation

- A. Classroom Rules and Grading Policy - Students will be able to understand general classroom procedures, processes, and grading standards.
- B. Course of Study, Performance Dates – Students will be able to understand the course processes and performance requirements.
- C. Obtaining Equipment and Materials - Students will be able to understand equipment and material checkout procedures and responsibilities. If student chooses to rent equipment, sources will be recommended.
- D. Care of Equipment and Materials –
 - Students will be able to learn appropriate use, function, and care of equipment and materials.
 - Students will be able to develop respect for equipment and materials.
- E. Teacher/Student Goals and Expectations –
 - Students will be able to understand and participate in the setting of personal goals.
 - Students will be able to understand the teacher's expectations.
- F. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

responsibility
cleanliness
rehearsal
polish
performance
oil

respect
pride
practice
maintenance
goal setting
ownership

Unit II - Posture And Position Of Equipment

- A. Importance of Posture for Breathing/Sticking –
 - Students will be able to maintain an upright body position while playing.
 - Students will be able to demonstrate ability to take a deep breath while playing and maintaining proper body position.
- B. Proper Hand Placement and Position - Students will be able to demonstrate proper head, arm, hand, finger, and foot position while playing.
- C. Importance of Proper Sitting/Standing Position - Students will be able to understand the relationship between breathing or sticking and proper sitting/standing position.

- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|-----------|----------|
| posture | position |
| grip | balance |
| breathing | sticking |

Unit III – Assembly And Care Of Equipment

- A. Sequence of Steps to Put Instrument Together - Students will be able to demonstrate proper sequence of putting their instruments together.
- B. Care of Reeds, Mouthpieces, Mallets - Students will be able to demonstrate proper care of reeds, mouthpieces, and mallets.
- C. Care of Slides, Valves, Snare/Head Tension - Students will be able to describe the process of caring for slides, valves, and snare/head tension.
- D. Cleaning of Equipment - Students will be able to describe the method of cleaning required by the instrument they play.
- E. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|------------|--------------------|
| sequence | mouthpiece sizes |
| assembly | reed strengths |
| adjustment | stick/mallet sizes |
| polish | oil |

Unit IV – Tone Production

- A. Relationship of Breathing and Posture to Tone Production - Students will be able to understand how good breath support contributes to good tone production; understand how good posture contributes to good breath support
- B. Development of the Embouchure/Hand Muscles –
- Students will be able to demonstrate exercises used to develop the muscles needed in playing the instrument.
 - Students will be able to understand that the development of muscles is a slow, constant process which requires them to practice.
- C. Exposure to the Sound of Characteristic Tone –
- Students will be able to listen to the sound of their instruments either through recordings or live demonstrations.
 - Students will be able to play a characteristic tone within the limits of their embouchure developmental stage.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|----------------|----------------|
| tone | breath support |
| posture | embouchure |
| characteristic | listening |
| evaluating | sharp/flat |

Unit V – Music Reading/Music Theory

- A. Relationship of Note Symbols to Time – Students will be able to demonstrate an understanding of the time relationship between whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and triplet figures.
- B. Relationship of Other Musical Symbols to Meaning – Students will be able to identify meanings of dynamic markings, key signatures, time signatures, repeat signs, and any other symbols used in his/her music.

- C. Review of Note Names, Foreign Words, and Phrases – Students will be able to translate note symbols for pitch names and Italian musical terms used in their music.
- D. Study of Scales – Students will be able to perform scales in major and minor keys commensurate with their ability and experience.
- E. Care of Sheet Music and Method Books – Students will be able to demonstrate proper use of a music folder or slot location for his/her music.
- F. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

beat	sixteenth notes	andante
piano/forte	major scales	largo
time	dynamics	allegro
time signature	bar line	presto
symbol	flat	ledger lines
repeat sign	measure	arpeggios
whole note	sharp	key signature
pitch names	breath mark	triplets
half note	natural	pianissimo
tempo	fermata	minor scales
quarter note	treble clef	fortissimo
responsibility	double bar	chord structure
eighth note	bass clef	phrasing
D.C./D.S.	staff	

Unit VI – Review Of Fingering/Sticking Technique

- A. Development of Facility Through Exercise – Students will be able to perform exercises designed to profile growth in facility within the limits of their development.
- B. Checking of Posture/Position – Students will be able to demonstrate an understanding of the role proper playing position has in development of facility.
- C. Review of the Fingering Chart/Table of Rudiments – Students will be able to interpret the standard fingering chart or Table of Rudiments found in their method books.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

practice	position	rudiments
repetition	fingering chart	alternate fingerings
technique	alternate slide positions	trills

Unit VII – Articulation

- A. Relationship of Posture and Embouchure Position to Tonguing – Students will be able to understand the role of posture and embouchure position to proper tonguing technique.
- B. Review of Articulation Symbols
 - Students will be able to identify the meanings of symbols used for different types of articulation and be able to perform them.
 - Students will be able to demonstrate the different types of articulation using appropriate tonguing techniques. Brass players will be introduced to double tonguing at this level.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

tonguing	staccato	slur
double tonguing (brass)	legato	tie
embouchure	marcato	accent
	placement	

Unit VIII – Ensemble Playing

- A. Relationship of Individual Sound to Group Sound –
- Students will be able to explain and demonstrate proper blend.
 - Students will be able to understand some aspects of ensemble balance when the music calls for everyone to play at the same time.
- B. Review of Conducting
- Students will be able to understand the role of the conductor in regard to keeping the ensemble together.
 - Students will be able to follow the signals of the conductor when he/she changes speed or volume.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | | |
|--------------|---------------|--------------|
| blend | sharp/flat | roles |
| tone | chords | response |
| ensemble | conductor | melody |
| balance | ictus | harmony |
| listening | releases | phrasing |
| ear training | beat patterns | musicianship |

Unit IX – Musical Heritage

- A. Exposure to the Development of Modern Notation – Students will be able to understand some of the history of musical notation and its evolution as an international code.
- B. Exposure of Music of Other Cultures – Students will be able to play music from other cultures and understand some of the history of its development.
- C. Understanding the History of Their Instrument
- Students will be able to understand the origin and development of their instruments.
 - Students will be able to demonstrate knowledge about two great performers on their instrument.
- D. Exploring the Various Roles of Music in History – Students will be able to understand the role of music in celebrations, ceremonies, dance, national conflict and war, story telling, identification with a theme, product or mood.
- E. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|----------------|-------------|
| notation | development |
| styles | composers |
| roles of music | |

Unit X – Aesthetic Valuing

- A. Exposure to a Variety of Musical Textures, Styles, Periods and Composer – Students will be able to listen to or play a variety of musical textures, styles, periods and composers.
- B. Development of Critical Evaluation Abilities –
- Students will be able to critically evaluate their own performance.
 - Critically evaluate the performance of their fellow students, individually, or as a group.
 - Attend a concert of a group other than their own group and critically evaluate the performance using musical terms.
- C. Encouragement to Justify Value Judgments when Exposed to Various Types of Music – Students will be able to form and defend value judgments of various types of music.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|------------|------------------|
| texture | musical periods |
| evaluation | technique |
| expression | melody |
| harmony | ensemble playing |

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- 1.0 Artistic Perception - Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to Music
Units II, IV, VI, VIII, XI
- 2.0 Creative Expressing - Creating, Performing and Participating in Music
Units IV, VI, VII, IX, X, XII
- 3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music
Unit V, VIII
- 4.0 Aesthetic Valuing - Responding to, Analyzing and Making Judgments About Works of Music
Units I, V
- 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
Unit V, VIII

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-directed Learners** – Students will use techniques learned in class to analyze and solve a variety of musical problems presented to them in class.
- **Effective Communicators** – As students learn performance skills, they will gain confidence that will help them be more self assured and professional in other areas of their lives.
- **Quality Producers/Performers** - Students will develop an appreciation for the discipline required by the performing arts, thereby enhancing their work ethic and study skills.
- **Collaborative Workers** – Students will learn that they need to work together to produce a blended, musical tone, and that, while individual knowledge and effort is required, listening to their classmates is of the utmost importance.
- **Constructive Thinkers** – Students will analyze their own performances and solve tone production problems, using techniques that they learn as the course progresses.
- **Responsible Citizens** – Students will demonstrate that their individual effort is essential to the group product.

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