

Havre Public Schools Symphonic Band Grades 11-12

Course Information:

Topic: Symphonic Band

Grade Level: 11-12 (9-10 audition only)

Length: School Year

Periods Per Day: 1 period, 55 minutes

Essential Understanding:

Symphonic Band provides the chance to explore some of the most advanced, in-depth chamber and wind ensemble literature. Students will study their instruments in greater depth as individuals and as an ensemble. This class provides all the same performing opportunities as Concert Band. Symphonic Band is intended only for students continuing from Concert Band. Students in grades 9-10 may audition into the ensemble by performing all major and natural minor scales from memory. Students in grades 11-12 must have already successfully completed two years of Concert Band or have successfully completed the audition.

Concepts:

- **Fundamental Musical Concepts:** Big Four; Tone, Time, Tune, Technique; Tempo, Metronome, Dynamics, Silence, Timbre, Counting, Sight Reading
- **Rhythmic Concepts:** Rhythms: Eighth Notes, Triplets, Sixteenths, Dotted Notes, Ties, Commonly Compounded Rhythms: Syncopation, Simple Meter, Minimal Compound Meter, Counting Aloud, Relate/Equate Rest & Note Values
- **Notation Concepts:** Circle of Fifths and Fourths, Two Octave Major Scales, Natural Minor Scales, Harmonic Minor Scales, Accidentals, Divisi, Simple & Minimal Compound Time Signature, Bass & Treble Clefs, Musical Language, Style & Tempo Markings
- **Wind Instrument Concepts:** Tone, Time, Tune, Technique; Long Tones, Interval Training, Articulations; Staccato, Tenuto, Accents, Marcato, Combinations; Centering Tone, Breathing Exercises & Sensations, Diaphragm Awareness, Ear Training, Pitch Recognition, Instrument-Specific Techniques, Embouchure, Tonguing, Tongue Finger Coordination
- **Ensemble Concepts:** Initial Tuning, BIB with Hand Signs; Balance, Intonation, Blend; Listening, Section Awareness, Full Ensemble Awareness, Style, Expressivity, Conceptualization
- **Performance Concepts:** Concentration, Accountability, Pyramid of Practice, Repetition, Rehearsal Strategy, Call & Response, Concert Preparation, Concert Etiquette

Course Objectives and Expectations:

- Performing at all four regularly scheduled band concerts with Intermediate Percussion.
- Performing at District Music Festival with the Intermediate Percussion in April.
- Performing for weekly assessment of fundamentals and scales.
- Performing for weekly assessment of selected concert music excerpts.
- Training students to master fundamental wind instrument concepts.
- Training students to work independently to maximize performance effectiveness.
- Training students to work with others on musical tasks in sectionals.
- Training students' ears to identify & perform rhythm, tempo, and style.
- Training students to develop an understanding of the rehearsal process.
- Training students to prioritize their practice; to practice smarter, not harder.
- Providing a segue experience into advanced musical ensembles.

- Providing students with an opportunity to develop and understand musicianship.

Student Objectives:

- I can practice and perform select concert pieces on my primary wind instrument at contests, home concerts, and for my peers.
- I can perform a variety of scales and fundamental exercises on my primary instrument that enable me to perform better and grow as a musician.
- I can sight read a piece of music from top to bottom and develop a personal rehearsal strategy for how to proceed in performing the piece.
- I can recite and perform the circle of fifths over a variety of styles, dynamics, rhythms, note lengths, articulations, and focused exercises to achieve conceptually and musically relevant goals.

Pacing & Montana Content Standard:

Month 1-2

Intro. Fundamentals of Wind Band

MU:Pr4.1, 4.3, 5.1, 6.1.H.Hs intermediate

The Pyramids of Priorities

MU:Pr4.1, 4.3, 6.1.E.Hs intermediate

MU:Cn11.0.E.Hs novice

MU:Pr4.1, 4.3, 5.1, 6.1.H.Hs intermediate

Standard

MU:Pr4.1, 4.3, 6.1.E.Hs intermediate

MU:Cr1.1, 3.2.E.Hs intermediate

Month 3-4

Effective Concert Preparation

MU:Cr1.1, 3.2.E.Hs intermediate

MU:Pr4.1, 4.2, 4.3, 6.1.E.Hs intermediate

MU:Cn11.0.E.Hs intermediate

MU:Pr4.1, 4.3, 5.1, 6.1.H.Hs intermediate

Months 5-7

Festival Performance Preparation

MU:Cr1.1, 3.2.E.HSI proficient

MU:Pr4.1, 4.2, 4.3, 6.1.E.HSI proficient

MU:Re7.2, 8.1, 9.1.E.Hs intermediate

MU:Cn11.0.E.Hs intermediate

MU:Pr4.1, 4.3, 5.1, 6.1.H.Hs proficient

MU:Re7.1, 7.2, 8.1.H.Hs intermediate

MU:Cn10.0.H.Hs intermediate

Months 8-9

Advanced Band Concepts & Music

MU:Cr1.1, 3.2.E.HSI proficient

MU:Pr4.1, 4.2, 4.3, 6.1.E.HSI proficient

MU:Re7.1, 7.2, 8.1, 9.1.E.Hs intermediate

MU:Cn11.0.E.Hs intermediate

MU:Cr1.1.H.Hs intermediate

MU:Pr4.1, 4.3, 5.1, 6.1.H.HSI proficient

MU:Re7.1, 7.2, 8.1, 9.1.H.Hs intermediate

MU:Cn10.0.H.Hs intermediate

Course Outline and Assessments:

Unit I: Introduction to Fundamentals of Wind Band

- A. The Warmup: How, What, When, Why?
 - a. Time, Tone, Tune, Technique
 - b. Constant Awareness; Improving Awareness with Music
 - c. Be Here Now; Concentration, Mindfulness & Routines
 - d. "The Felt Presence of Immediate Experience"
- B. Fundamentals

- a. Long Tones
- b. Chromatics
- c. Scales
- d. All Class Materials
- C. Rehearsal Agendas
 - a. Fundamentals THEN Literature/Task
 - b. Fundamentals Apply to Literature...
- D. Musical Breathing
 - a. Varying Daily Exercises, Breathing Gym
 - b. Diaphragm Awareness
- E. Concepts of Air
 - a. Air is CONSTANT; WIND Instruments Need WIND
 - b. Interval Training is Introduced
 - c. Chorales & Legato Music
 - d. "Whole Note Theory"
 - e. "Dumb Air"
- F. Concepts of the Ensemble
 - a. Ensemble is Community
 - b. Blend, Balance
- G. Marching Band & Football Pep Band
 - a. Primary Focus after Fundamentals
 - b. Introduce Football Pep Band
- H. Unit I Assessments- Friday Performance Quizzes & Recordings
 - a. One 2 Octave Major Scale per Week: Bb, F, C, G
 - b. Friday Recordings; Critical Listening/Post-Reflection

Unit II: The Pyramids of Priorities

- A. Pyramid of Practice Priorities
 - a. Rhythms/Pitches
 - b. Dynamics/Articulation
 - c. All Marking on Page
 - d. Ensemble Blend, Balance, Intonation
 - e. Relevant Message; Expressivity; Conceptualization of Music
- B. Pyramid of Ensemble Priority
- C. Introduction to Concert Music
 - a. Fridays Pep & Recording Concert Music
 - b. Monday/Wednesday; Upbeat, Technically Challenging Piece
 - c. Tuesday/Thursday; Lyrical, Legato, Chorale-like Pieces
- D. Fall Concert Dress Rehearsal
 - a. 6:00-8:00
 - b. Shortly Before Concert
 - c. Concert Logistics/Protocol
- E. Unit II Assessments- Friday Performance Quizzes & Recordings
 - a. One 2 Octave Major Scale per Week: D, A, E, B
 - b. Friday Recordings; Critical Listening/Post-Reflection

Unit III: Effective Concert Preparation

- A. Reinforcement of All Concepts
 - a. Culmination of Fundamental Work, Reflections, Daily Routine, Assessments & Direct Performance Goals
 - b. Scaffolding Skills
- B. New Concert Music & Fundamentals
 - a. Slightly More Challenging

- b. Ever-Shifting Fundamentals
- c. Expansion of Awareness in Ensemble & in Individual Player
- C. Introduction to Basketball Pep Band
 - a. Basketball List
- D. Unit III Assessments- Friday Performance Quizzes & Recordings
 - a. One 2 Octave Major Scale per Week: F#, Db, Ab, Eb
 - b. Friday Recordings; Critical Listening/Post-Reflection

Unit IV: Festival Performance Preparation

- A. Final Semester Exam & Audition
 - a. All 2 Octave Major Scales, Memorized
- B. Continue Basketball Pep Band
 - a. Fridays; All Tunes
- C. Reinforcement of All Concepts
 - a. Getting in Shape Post-Break...
 - b. Continue Scaffolding Skills
- D. New Concert Music & Fundamentals
 - a. Most Academically Challenging Music (Grades 4-5)
 - b. Fundamentals Directly Relevant to Concert Music
 - c. Diligent Music Listening; Weekly
 - d. Continued Expansion of Musical Consciousness
- E. Weekly Sight Reading
 - a. Chorales & Festival Tunes
- F. Unit IV Assessments- Friday Performance Quizzes & Recordings
 - a. Excerpts of Concert Music as Weekly Quiz; Fridays
 - b. Friday Recordings; Critical Listening/Post-Reflection
- G. District Music Festival Performance
 - a. Reflection of District Performance:

Unit V: Advanced Band Concepts & Music

- A. Advanced Concert Music & Fundamentals
 - a. Repertoire Voted Upon
 - b. Fundamentals; Less Time, More Intense
 - c. Primary Focus on: FUN
- B. Unit V Assessments- Friday Performance Quizzes & Recordings
 - a. Excerpts of Concert Music as Weekly Quiz; Fridays
 - b. Friday Recordings; Critical Listening/Post-Reflection

Unit VI: Sight Reading & Exposure

- A. Sight Reading
 - a. Exposure, Experience
 - b. Marching Music for Next Season
- B. Room Clean/Music Organizing
- C. Unit VI Assessment- Final Year Reflection
- D. Final Exam: Sight Reading and Random Scales Chosen

Timeline:

Month 1-2

Unit I: Intro to Fundamentals of Wind Band	13 class periods/ 2.5 weeks
Unit II: The Pyramids of Priorities	32 class periods/ 6.5 weeks

Months 3-4

Unit III: Effective Concert Preparation	32 class periods/ 6.5 weeks
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Months 5-7

Unit IV: Festival Performance Preparation	60 class periods/ 12 weeks
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Months 8-9

Unit V: Advanced Band Concepts & Music

32 class periods/ 6.5 weeks

Month 9

Unit VI: Sight Reading & Exposure

10 class periods/ 2 weeks

Quizzes: First half of year all Scales, second half of year all Excerpts**Resources:**[http://www.musicstandfoundation.org/images/National_Standards - Music Education.pdf](http://www.musicstandfoundation.org/images/National_Standards_-_Music_Education.pdf)K-12 Arts Standards form OPI: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Arts-Standards#98103736-montana-content-standards-for-the-arts>National Art Standards: <https://www.nationalartsstandards.org/>

Visual Arts Specific Standards:

<https://opi.mt.gov/LinkClick.aspx?fileticket=eJQaOYQ8uWM%3d&portalid=182>Technology Standards: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Technology-Standards>**Approved: 03/11/2025**