

HIGH SCHOOL: Grades 9, 10, 11 & 12

With Choir, Band, and Orchestra, we do not have separate units of study. Every day, every class is run like a rehearsal - warmups, embedded theory, learning and improving music for performance. While there are not defined units of study, these concepts are addressed each session. The work on intonation, rhythm, technique, and working as an ensemble happens every day. Students come in at different levels of skill, and it is our job to pull them together as a performing ensemble, so we are constantly differentiating instruction so that every child improves.

Band and Orchestra meet within the regular school day for a full year, which allows for some additional units of study such as composing, but some students only get one semester or miss an entire year due to academic/scheduling conflicts. Choir used to be during the day, which allowed for units on music history and ear training. It then moved to an after school class, which completely eliminated the time for anything beyond performance preparation.

The National Core Arts Standards have three levels for high school study: Proficient, Accomplished, and Advanced. It is our goal to have everyone enter the high school program at Proficient and move into the Accomplished standards during their time with us, while providing opportunities for the more motivated students to reach Advanced levels.

	COURSE/GRADE LEVEL GRADE 9-12 CONCERT BAND / STRING ORCHESTRA Syllabus
	Unit: Individual & Ensemble Development
Essential Questions	How do I display HS Proficient or Accomplished level growth and effectively contribute to a formalized music ensemble?

Standards	MU:Cr1.1.E.1a Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal MU:Cr3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria , including the extent to which they address identified purposes MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Pr5.1.E.1a Develop strategies to address expressive challenges in a varied repertoire of music,
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	and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Concepts and skills	Learn to play on developmentally appropriate instruments Violin, Viola, Cello, Bass, Flute, Piccolo, Soprano Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, French Horn, Trombone, Euphonium, Mallet, Auxiliary, and Drum Percussion Composing and improve melodic & rhythmic ideas Reading full standard notation Consistently display proper playing posture without prompt Identify the need for basic maintain of our instruments Playing an advanced register on our instrument Playing a full registers on our instrument Performing intermediate technical skills Identifying the different ranges of instruments within the category Developing a productive and consistent practice routine Presenting ourselves as advanced performers during a concert Developing advanced music vocabulary Preparing an advanced piece for a formal concert performance Displaying intermediate understanding of conducting technique Preparing a HS Proficient song to present alone or in a chamber group Preparing a HS Accomplished song to present alone or in a chamber group Creating and preparing an original piece for presentation Critiquing and develop an original piece based on teacher feedback

Content Objectives "I can Statements"	• I can compose and improve melodic & rhythmic ideas • I can read full standard notation • I can consistently display proper playing posture without prompt • I can present myself as an advanced performer during a concert • I can present myself as a professional performers during a concert • I can use advanced music vocabulary • I can prepare an HS Proficient piece for a formal concert performance • I can prepare an HS Accomplished piece for a formal concert performance • I can utilize conductor feedback to improve our playing as a performer • I can display intermediate understanding of conducting technique • I can prepare a HS Proficient song to present alone or in a small group • I can prepare a HS Accomplished song to present alone or in a small group • I can create, critique, and prepare an original piece for presentation
Assessments, products, vocabulary, practice	