

Wilson Area School District Planned Course Guide

Title of planned course: Concert Band

Subject Area: Music

Grade Level: 9-12

Course Description: Students in Concert Band will learn skills on a wind or percussive instrument of their choice and apply that knowledge to perform music. Over their four years in concert band, students will be exposed to and learn about a variety of different genres of wind band music including, but not limited to, marches, programmatic pieces, pop music, contemporary, ragtime, ballads, and multi-movement works. Students will gain knowledge of elements of music such as rhythm, tempo, melody, harmony, balance, musicality and blend. Students will also gain knowledge of proper performance etiquette which will be demonstrated in various concerts and performances throughout the duration of the course.

Time/Credit for this Course: Full year/1 credit

Curriculum Writing Committee: Joshua Koch

Curriculum Overview

The various topics will be incorporated together and taught throughout the year

Sight - Reading

Instrument Specific Pedagogy

Tempo and Rhythm

Melody and Harmony

Balance and Blend

Musical Style, Genres, Performance

Wilson Area School District Planned Course Materials

Course Title: Concert Band

Textbook:

- Concert Repertoire
- *Habits of a Successful Musician*, Scott Rush and Rich Moon

Supplemental Books and resources

- Symphonic Warm Ups for Band, Claude T Smith
- Sound Innovations for Concert Band, Robert Sheldon, Peter Boonshaft, Dave Black, Bob Phillips
- Essential Elements for Concert Band, Tim Lautzenheiser, Paul Lavender, John Higgins, Tom C. Rhodes
- Alfred's Essential Music Theory, Alfred Publ. Co. 2004
- One Minutes Music Theory, Neil A Kjos Publ. 2005
- Makemusic.com (Formerly Smartmusic)
- Musictheory.net
- Sightreadingfactory.com

Curriculum Scope & Sequence

Planned Course: Concert Band

Unit: Sight-Reading

Time frame: Throughout the duration of the course

State Standards: 9.1.A, 9.1B, 9.1C

Essential content/objectives: At the end of the unit, students will be able to:

- Demonstrate an understanding of melodic concepts as applicable to specific instruments
- Demonstrate an understanding of time signatures and meter
- Demonstrate how to utilize a specific key signature in relation to their instrument specific pitch
- Demonstrate an understanding of note and rest values
- Demonstrate an understanding of music symbols
- Demonstrate understanding in musical form

Core Activities: Students will complete/participate in the following:

- Performing various sight reading activities in Smartmusic in increasing complexity
- Weekly sight reading both in ensemble warm ups and during pull out lessons
- Assign scale degrees to specific pitches in relation to a given key signature
- Develop aural skills by seeing and hearing stepwise motion and leaps
- Drill partial identification through leaps (Brass players only)
- Solidify intonation across various intervals (Woodwind and Brass players only)
- Study and learn note/rest values by counting, clapping and sizzling rhythms outloud
- Studying time signatures by sight reading in both common and compound time (mixed meter will also be included when appropriate)
- Sight reading repertoire to demonstrate understanding of music symbols and form
- Utilize [Musictheory.net](https://www.musictheory.net) to practice different intervals and sight read

Extensions:

- Weekly Pull Out Lessons
- Students can use [sightreadingfactory.com](https://www.sightreadingfactory.com) to practice extra exercises and generate their own exercises

Remediation:

- Small group or 1:1 instruction
- Section Leaders are available as necessary
- Pull Out Lessons

Instructional Methods:

- Direct Instruction
- Teacher and Peer Demonstration
- Peer Collaboration

Materials & Resources:

- Chosen sight readings from the list of supplemental books/resources
- Concert Band repertoire sight readings
- Teacher created sight readings
- Generated sight readings in [Smartmusic.com](https://www.smartmusic.com) and [Sightreadingfactory.com](https://www.sightreadingfactory.com)

Assessment:

- Teacher Observation
- Written/Aural Quizzes
- Smartmusic Assignments
- Written Assignments
- Self-Evaluation

Curriculum Scope & Sequence

Planned Course: Concert Band

Unit: Instrument Specific Pedagogy

Time frame: Throughout the duration of the course

State Standards: 9.1.A, 9.1B, 9.1C, 9.1D, 9.1F, 9.1G

Essential content/objectives: At the end of the unit, students will be able to:

- Perform repertoire demonstrating proper technique relative to their chosen instruments
- Demonstrate proper posture, breath control, and tone on their specific instrument
- Show knowledge of note fingerings specific to their instrument

Core Activities: Students will complete/participate in the following:

- Instrument specific pull out lessons focusing on various instrument technique
- Demonstrate proper embouchure position relative to their instrument
- Determine center of pitch for each note by comparing long tones with a tuner
- Practice proper posture while performing
- Demonstrate proper stick technique (Percussion only)
- Perform various rudiments at teacher discretion (Percussion only)
- Perform scales and lip slurs in all 12 keys (woodwind/brass only)
- Learn about proper instrument maintenance
- Learn about the historical significance of their specific instrument
- Show proper instrument technique through submission of Smartmusic assignments

Extensions:

- Weekly Pull Out Lessons
- Students may use [Smartmusic.com](https://www.smartmusic.com) or streaming services to listen to professional musicians performing on their instrument

Remediation:

- Small group or 1:1 instruction
- Section Leaders are available as necessary
- Pull Out Lessons

Instructional Methods:

- Direct Instruction
- Teacher and Peer Demonstration
- Peer Collaboration

Materials & Resources:

- Essential Elements and Sound Innovations Lesson Books
- *Habits of A Successful Musician* book
- Concert Band repertoire
- Assignments in Smartmusic.com

Assessment:

- Teacher Observation
- Written/Aural Quizzes
- Smartmusic Assignments

Curriculum Scope & Sequence

Planned Course: Concert Band

Unit: Tempo and Rhythm

Time frame: Throughout the duration of the course

State Standards: 9.1.A, 9.1B, 9.1C 9.1H

Essential content/objectives: At the end of this unit, students will be able to

- Demonstrate an understanding of music notation elements associated with tempo and rhythm
- Understand the rhythmic value of whole notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets (quarter and eighth), syncopated rhythms, and their rest counterparts
- Understand the association between rhythmic value and tempo

Core Activities: Students will complete/participate in the following:

- Rehearsing repertoire containing a variety of rhythms
- Count rhythms out loud at various tempos with proper counts
- Perform complex rhythms on their instrument or practice pads
- Submit rhythm assignments through [smartmusic.com](https://www.smartmusic.com)
- Practice various rhythms through [musictheory.net](https://www.musictheory.net)

Extensions:

- Weekly Pull Out Lessons
- Listening to various examples of other ensembles/musicians

Remediation:

- Small group or 1:1 instruction
- Section Leaders are available as necessary
- Pull Out Lessons

Instructional Methods:

- Direct Instruction
- Teacher and Peer Demonstration
- Peer Collaboration

Materials & Resources:

- Habits of A Successful Musician book
- Concert Band repertoire
- Assignments in Smartmusic.com

Assessment:

- Teacher Observation
- Written/Aural Quizzes
- Smartmusic Assignments

Curriculum Scope & Sequence

Planned Course: Concert Band

Unit: Melody and Harmony

Time frame: Throughout the duration of the course

State Standards: 9.1.A, 9.1B, 9.1C, 9.1H, 9.3B

Essential content/objectives: At the end of this unit, students will be able to

- Demonstrate an understanding of musical notation concepts associated with both melody and harmony
- Understand whether or not their part serves as a melody or harmony within the full ensemble
- Perform harmonic passages as a group
- Understand the vertical organization of pitches within specific sections

Core Activities: Students will complete/participate in the following:

- Identify in rehearsal which instruments are playing melody and which are harmonic
- Practice Warm-Ups in canons or choral format when appropriate
- Study how an individual part fits into the context of the piece of music
- Perform melodic passages
- Tune harmonic passages
- Submit melodic and harmonic assignments through [smartmusic.com](https://www.smartmusic.com)

Extensions:

- Weekly Pull Out Lessons
- Listening to various examples of other ensembles/musicians using music of different genres to help enforce concepts

Remediation:

- Small group or 1:1 instruction
- Section Leaders are available as necessary
- Pull Out Lessons

Instructional Methods:

- Direct Instruction
- Teacher and Peer Demonstration
- Peer Collaboration

Materials & Resources:

- *Habits of A Successful Musician* book
- Concert Band repertoire
- Assignments in Smartmusic.com

Assessment:

- Teacher Observation
- Written/Aural Quizzes
- Smartmusic Assignments

Curriculum Scope & Sequence

Planned Course: Concert Band

Unit: Balance and Blend

Time frame: Throughout the duration of the course

State Standards: 9.1.A, 9.1B, 9.1C, 9.1H, 9.3B

Essential content/objectives: At the end of this unit, students will be able to

- Understand the significance of their part in the context of the full ensemble
- Play at appropriate volume levels in relation to the others around them
- Play specific passages with intonation in relation to the rest of the ensemble

Core Activities: Students will complete/participate in the following:

- Identify the importance of their part in relation to other parts in the ensemble
- Tune various passages in full ensemble settings
- Build intonation through long tones
- Perform passages with appropriate awareness of the ensemble setting
- Submit assignments through [smartmusic.com](https://www.smartmusic.com)

Extensions:

- Weekly Pull Out Lessons
- Listening to various examples of other ensembles/musicians performing at exceptional levels of cohesion

Remediation:

- Small group or 1:1 instruction
- Section Leaders are available as necessary
- Pull Out Lessons

Instructional Methods:

- Direct Instruction
- Teacher and Peer Demonstration
- Peer Collaboration

Materials & Resources:

- Habits of A Successful Musician book
- Concert Band repertoire
- Assignments in Smartmusic.com

Assessment:

- Teacher Observation
- Written/Aural Quizzes
- Smartmusic Assignments

Curriculum Scope & Sequence

Planned Course: Concert Band

Unit: Musical Genres, Style and Performance

Time frame: Throughout the duration of the course

State Standards: 9.1.A, 9.1B, 9.1C, 9.1D, 9.1E, 9.1G, 9.1H, 9.1I, 9.3A, 9.3C, 9.4A, 9.4C

Essential content/objectives: At the end of this unit, students will be able to

- Perform music from many musical genres and historical eras
- Evaluate Musical performances using correct music terminology
- Connect music with their own life experiences

Core Activities: Students will complete/participate in the following:

- The study, rehearsal and performance of band repertoire in various genres including but not limited to: marches, programmatic pieces, pop music, contemporary, ragtime, ballads, and multi-movement works.
- The study, rehearsal and performance of band repertoire from musical time periods: Classical, romantic and 20th/21st century
- Critically evaluate musical performances by comparing and contrasting these to another's performance or their own performance
- The use of appropriate musical terminology to describe musical concepts and elements within a given musical excerpt
- Listen and compare music from various genres and time periods
- Discussion of what has impacted students the most in regards to the music they are performing

Extensions:

- Weekly Pull Out Lessons
- Listening to various examples of other ensembles/musicians performing

Remediation:

- Small group or 1:1 instruction
- Section Leaders are available as necessary
- Pull Out Lessons

Instructional Methods:

- Direct Instruction
- Teacher and Peer Demonstration
- Peer Collaboration

Materials & Resources:

- *Habits of A Successful Musician* book
- Concert Band repertoire
- Assignments in Smartmusic.com

Assessment:

- Teacher Observation
- Written/Aural Quizzes
- Smartmusic Assignments