ADVANCED BAND (WIND ENSEMBLE)
HIGH SCHOOL – LEVEL 3
Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Beginning Band, Intermediate Band, or Consent of Instructor

Course Overview:
Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and knowledge. Marching techniques may also be incorporated with regard to specific performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation. This course curriculum is based on the National Core Arts Standards.

Units of Study:
- Aesthetic values
- Cultural awareness
- Instrumental pedagogy
- Musical literacy
- Presentation
- Styles periods

Vocabulary:
Accelerando, Adagio, Ad Libertum, Alla Breve, Allargando, Allegretto, Allegro, Andante, Animato, Assia, Attacca, A Tempo, Brio, Cadenza, Cantabile, Coda, Con, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Divisi, Dolce, Endings, Espressivo, Fine, Forte, Fortepiano, Fortissimo, Fuoco, Grand Pause, Grave, Grazioso, Largo, Legato, Lento, L'istesso Tempo, Maestoso, Marcato, Meno Mosso, Mezzo, Moderato, Molto, Morendo, Non Troppo, Ossia, Pesante, Pianissimo, Piano, Piu Mosso, Poco a Poco, Prestissimo, Presto, Rallentendo, Ritardando, Rubato, Secco, Semplice, Sempre, Senza, Sforzando, Simile, Slur and Tie, Soli, Solo, Sordino, Sostenuto, Staccato, Stringendo, Subito, Tacet, Tenuto, Tutti, Unison, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts.

- Students improvise melodies over a given chord progression. Major, minor, pentatonic and whole tone. (2 - 4 chord/vamp style)
    - I can improvise within a multiple-chord vamp.
    - I can demonstrate an understanding of harmony through improvisation.
    - I can apply my knowledge of chord tones, leading tones, and scale degrees when improvising.
- Students compose melodies over a given chord progression. Major, minor, pentatonic and whole tone. (vamp style: 4 - 8 ms. long)?
    - I can compose a melody within a multiple-chord vamp.
    - I can demonstrate an understanding of harmony and chord progressions through composition.
    - I can apply my knowledge of chord tones, leading tones, and scale degrees when creating a melody.
- Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.). (in preparation for Benchmark 4)
    - I can compose a melody that expresses specific emotion(s) or feeling(s).
    - I can express musical consonance and dissonance in a way that reflects my daily life.
    - I can demonstrate unity and variety, tension and release, and balance in my composition.
    - I can use texture, dynamics, rhythm, and other musical elements to depict a soundscape.
    - I can contour my melody to represent the topography of a chosen geographical location.
    - I can call to mind a specific emotion and create a musical gesture that represents that emotion (the musical line sounds how I feel).
- Students select chords/harmony to create a progression that accompanies their original melody.
    - I can explore a variety of harmonic options relating to my original melody.
    - I can refine my choices within the harmonic progression that accompanies my original melody.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purpose s and contexts.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using a designated key center.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation, audio, or video recording

- Students notate an original composition on staff paper using traditional pitch and rhythm.
    - I can create an original melody, using a designated scale or key center.
    - I can notate my melody on staff paper using traditional notation.
    - I can notate the rhythm of my composition using traditional notation.
    - I can use and describe the musical elements used in my melody (dynamics, articulation, tempi, etc.).
- Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
    - I can compose a melodic phrase based on the style of the piece we are performing.
    - I can create a variation on a rhythmic motive from the piece we are studying.
    - I can create a short melody that uses the key(s) in the piece we are studying.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

- Students evaluate and refine arrangements, compositions, and improvisations that address an identified purpose.
    - I can listen to my recording and describe my creation by referring to the musical elements and how it meets my established goals.
    - I can identify ways to revise and improve my creation to meet the established context.
    - I can use appropriate terminology to give feedback to peers and model ways to improve regarding their compositions, arrangements, and improvisations.

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIIa Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

- I can effectively rehearse and perform my creation individually or in a group.
- I can record and document my original composition or improvisation.
- I can identify and communicate how my creation addresses the identified purpose

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Students will be involved in selecting repertoire for performances and will work collaboratively on a theme program.
    - I can select repertoire for our ensemble by listening to a selected grade level of music.
    - I can work collaboratively with others to determine a program theme.
    - I can help select music for a program theme.
    - I can provide an appropriate program order from the music selected.

- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I can do research on a selected composition to determine the composer's intentions and reasons for composing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can align myself with the intentions of the composer as I perform.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform all the details of the music as notated.

    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.
- Students will describe how a composer used specific compositional devices to create a specific result.
    - I can describe the form of the piece.
    - I can describe the quality of the chords/harmony and how they contribute to the meaning of the music.
    - I can identify multiple layers within the music, when present.
    - I can describe how specific musical elements contribute to a musical result.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach
    - I can tune my instrument.
    - I can teach proper technique to younger students.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles**.**

- Students will perform an appropriate part in an ensemble demonstrating music literacy.

- I can identify all note names and enharmonic equivalents.
- I can identify and perform rhythms up through sixteenth note subdivision.
- I can identify and perform pieces written in mixed meter.
- I can identify and perform pieces written in contemporary, non-traditional notation.
- I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature.
- I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight).
- I can identify and perform articulations including slurred, legato, marcato, and staccato.

MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances

- Students will demonstrate an awareness of the context of the music through prepared performances.
  - I can prepare and perform my part independently within the ensemble.
  - I can blend my sound with the other members of the ensemble.
  - I can perform my part to achieve correct balance within the ensemble.
  - I can adjust my pitch to the other members of the ensemble.
  - I can perform at a high level of nuance and musicality within the ensemble.
  - I can sight-read, accurately and expressively, music with a level of difficulty of 4-5, on a scale of 1-6.
  - I can effectively conduct an ensemble.
  - I can understand and demonstrate concert etiquette and professionalism as a performer and listener

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.IIIa Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

- Students will be involved in selecting repertoire for performances and will work collaboratively on a theme program.
  - I can select repertoire for our ensemble by listening to a selected grade level of music.
  - I can work collaboratively with others to determine a program theme.
  - I can help select music for a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I can do research on a selected composition to determine the composer's intentions and reasons for composing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can align myself with the intentions of the composer as I perform.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform all the details of the music as notated.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

- Students will develop and justify their evaluations of music, programming, and performances based on a criteria or rubric.
    - I can evaluate a performance as a performer within the ensemble.
    - I can attend live performances on a regular basis and enjoy listening for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.
    - I can research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.
    - I can use the MHSA performance rubric to evaluate a performance.
    - I can analyze an ensemble as if I were the conductor.
    - I can analyze a composition as if I were the composer/arranger.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experienced performing it.
- I can perform with appreciation and intent after growing to understand the technical challenges, emotional content and compositional makeup of a selected piece of music.
- I can understand how my knowledge of composer's intentions will deepen my experience with a piece of music.
- I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras and origins.
- I can identify opportunities to perform and hear music in the community and beyond.
- I can describe the ways instrumental music is used in various cultures and demographic groupings of the United States and other cultures.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIIa Demonstrate understanding of relationships between music and the other disciplines, varied contexts, and daily life.

- I can make connections between music and other art forms.
- I can make connections between music and other subjects in school and life.
- I can distinguish characteristics of representative music styles from various cultures and historical periods.
- I can synthesize projects that identify and relate music to other issues, topics, and disciplines outside the arts.
- I can state the different roles that musicians perform within our culture.
- I can understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of cultures.