



Northern York County School District

Curriculum Overview

Course: High School Wind Ensemble	
Grade Level: 9-12	
Approval Date:	Length of Time: 180 days
Course Description: <p>This course is designed to look at music through the lense of a collegiate level band. Students will practice and perform more challenging music with a higher level of expectation on the director's behalf. At the high school level, students build upon the skills and interests that they have discovered and create significant musical experiences. Students will rehearse and perform age-appropriate literature, develop good listening skills, and appropriately critique performances. There are also small ensemble enrichment opportunities at this level that challenge students to prepare literature and then share their talents with the community.</p>	
Course Objectives: <p>Students will:</p> <ul style="list-style-type: none">• Analyze the qualities of tone in selected music, apply techniques to produce consistent and expressive tone, and evaluate their performance to make adjustments that enhance musical expression• Demonstrate and create examples of pulse, rhythm, and subdivision• Analyze their current practice habits, evaluate their effectiveness, and design and apply improved practice strategies to enhance individual and ensemble performance• Interpret their intonation and tone quality during rehearsals and performances, synthesize strategies from prior learning to enhance pitch accuracy and tone, and justify performance choices to improve musical expression• Synthesize information from written music notation and expressive markings, justify their interpretive decisions in performance, and critique their execution to improve accuracy and musical expression• Analyze and organize music into meaningful phrases• Prepare literature that reflects a wide variety of cultures and styles	

Related Standards:

National Music Standards and PA State Standards for the Arts and Humanities are available on their respective websites.

Creating (PA 9.1.12 a-k)

- MU:Cr1.1.E.IIIa **Imagine**: Compose and improvise musical ideas for a variety of purposes and contexts.
- (MU:Cr2.1.E.IIIa) **Plan and Make**- Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
- MU:Cr2.1.E.IIIa Preserve draft musical works through standard notation, audio, or video recording.
- (MU:Cr3.1.E.IIIa) **Evaluate and Refine**- Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
- (MU:Cr3.2.E.IIIa) **Present**- personally developed musical works – individually or as an ensemble – that address identified purposes and contexts.

Performing (PA 9.1.12 a-k)

- (MU:Pr4.2.E.IIa) **Analyze**- Analyze the structure and context of varied musical works and their implications for performance
- (MU:Pr4.3.E.IIa) **Interpret**- Develop personal interpretations that consider the creators' intent
- (MU:Pr5.3.E.IIa) **Rehearse, Evaluate, and Refine**- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- (MU:Pr6.1.E.IIa) **Present**- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Responding (PA 9.3.12 a-g)

- (MU:Re7.2.E.IIa) **Analyze**- Analyze how the structure and context of varied musical works inform the response
- (MU:Re8.1.E.IIa) **Interpret**- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- (MU:Re9.1.E.IIa) **Evaluate**- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria

Connecting (PA 9.4.12 a-d)

- (MU:Cn10.0.H.IIa) **Synthesize and relate** knowledge and personal experiences to make music.
- (MU:Cn11.0.T.IIa) **Relate** musical ideas and works with varied contexts to deepen understanding.

Units:

- Instrument maintenance and safety
- Individual Practice Techniques
- Tone production and quality
- Rhythm
- Music literacy
- Form, History, and Culture influences
- Performance and Advocacy

Concepts (what):

- Instrument care
- Individual Practice Technique
- Tone production and quality

Competencies (Students will be able to):

- Prepare and maintain their instruments to support proper instrumental techniques

<ul style="list-style-type: none"> • Rhythm • Music literacy • Form, History, and Culture influences • Performance and Advocacy • Theoretical knowledge of music 	<ul style="list-style-type: none"> • Demonstrate practice techniques to improve on their own as well as in a group setting • Produce, refine, and reflect on individual and ensemble tone quality • Internalize and interpret aspects of pulse and subdivision • Accurately express musical notation • Understand and appreciate music from different historical and cultural backgrounds • Represent musical concepts through individual and group performances • Understand a basic level of music theory and identify topics we discuss in class and how it is applied to their own instrument
<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> • Individual practice lesson: <ul style="list-style-type: none"> ◦ Practice music from ensemble ◦ Demonstrate a wide range of practice methods ◦ Review of smaller, specific excerpts ◦ Guided listening ◦ Student/teacher-led modeling • Practice outside of the rehearsal • Full-ensemble rehearsals: <ul style="list-style-type: none"> ◦ Proper group warm-up ◦ Extended excerpt review/refinement ◦ Balance and blend ◦ Interpretation of conducting patterns • Guided and unguided practice sessions <ul style="list-style-type: none"> ◦ Reflection/practice logs • Listening Activities <ul style="list-style-type: none"> ◦ Call-and-response ◦ Balance and blend ◦ Guided listening of small/large groups ◦ Error detection 	<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> • Self-Evaluation (Formative and Summative) • Concerts and Public Performances • Sightreading familiar and unfamiliar music • Error detection for self and ensemble • Rehearsal etiquette • Participation and Preparedness • Student lead sectional time
<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> • In-class participation • Standardized measures (PMEA) of growth and mastery • Peer evaluations • Concert Performances 	
<p>Textbook/Primary Resource:</p> <ul style="list-style-type: none"> • <i>Habits of a Successful Musician</i> (Rush, Scott, et al; GIA publications) 	
<p>Supplemental Resource Materials:</p> <ul style="list-style-type: none"> • Standard Concert band literature, grades 3-5 • Literature recordings 	

- Concert recordings