



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: High School Band

Length: Full year

Teacher: Thom Untersee

Course Description:

The band provides students with opportunities to develop skills and knowledge in making and responding to music. The program also promotes awareness and understanding of the connections between music and other arts and disciplines through the study of cultures and the historical periods.

High School Band rehearsals are held every day. Students will acquire skills and knowledge based on the following standards.

Competencies or Standards Assessed:

Creating:

Generate musical ideas for various purposes and contexts.

Performing:

Rehearse, Evaluate, and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Responding:

Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Connecting:

Relate musical ideas and works to varied contexts and daily life to deepen understanding.

Anchor Texts or Major Curriculum:

Competence is gained throughout the four-year program. Having performance as a substantial outcome, new and varied literature is introduced each year. Skills and topics are introduced and studied throughout the four years of a student's participation.

GRADING PROCEDURE:

Performance rubrics, written assignments and quizzes, self-evaluation, and daily preparedness.

Course Outline (major units of study): Studying music is continuous and consists primarily of the same process at every level. From being a beginner to a seasoned professional, the questions remain the same. The differences are in the levels of understanding by each individual. Units to develop musicianship are not necessarily sequential, but presented within each piece of music being studied. Below are some examples of Units and Questions that will be taught throughout the entire course.

Unit Title	Essential Question or Overarching Understanding
Technique and Ensemble Skills	How do we develop our individual instrument skills in a way that supports the ensemble's goals?
Interpretation and Expression	How do we balance technical accuracy with expressive musicality in performance?
Rehearsal Process	When is a performance truly 'ready to present,' and how do we know?
Listening and Responding	What can we learn from listening to professional or peer ensembles?
Cultural and Contextual Understanding	How can the skills we learn in band transfer to other areas of life and community involvement?

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

When needed, students are expected to participate in group lessons during the school day to develop personal and chamber music skills.

Students are expected to participate in several performances during the course. These include, but are not limited to:

- Pep-Band
- Veteran's Day Assembly
- American Education Week Concert
- Poetry Out Loud performance
- NHMEA All State Auditions
- North Country Music Festival
- Solo & Ensemble (Adjudicated for grade)
- NHMEA All State Festival
- NHMEA Large Group
- Modern Band
- Great East Festivals (Six Flags) Adjudication