



WIND ENSEMBLE 10TH-12TH

Approved by KSD Board of Education: May 19, 2025

Course Description:

Wind Ensemble is an advanced, second semester course open to students in grades 10-12 who demonstrate exceptional skills on woodwind, brass, and percussion instruments. This audition based selected ensemble focuses on developing musical maturity through the study and performance of challenging wind band literature at levels 3 - 6.

Grade Level: 10th-12th Grade

Unit Scope and Sequence (Units Occur Simultaneously)

Unit 1: Sound

Unit 2: Technique

Unit 3: Musicianship

Course Enduring Understandings:

- Musicians express musical ideas by continuously analyzing, evaluating, and refining their performance, remaining open to new ideas, persisting through challenges, and applying appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures.

Course Essential Questions:

- How do musicians improve the quality of their performance?
- What criteria do musicians use to determine if a performance is ready to present to an audience?

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Unit 1: Sound

This unit explores the artistry of sound, including how it is produced and how musicians adjust it to create expressive performances. Students will gain an understanding of proper tone production, intonation, balance, and blend to help them refine their individual and ensemble playing.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The evaluation of sound quality is informed by analysis, interpretation, and established criteria. • Performing with a characteristic tone, appropriate balance and blend, and accurate intonation are essential to a quality performance.	• How do musicians utilize sound quality to improve performance? • How do we judge the sound quality of musical work(s) and performance(s)?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Components of Playing (Sound) ◦ Tone/Timbre - Characteristic Tone within the range of an octave ◦ Balance/Blend ◦ Intonation • Proper Embouchure/Grip • Assembly, Disassembly, and Storage • Cleaning and Maintaining Instrument	• Recognize, describe, and demonstrate a characteristic tone/timbre on their instrument. • Balance/blend their sound to fit appropriately within the ensemble. • Recognize, describe, and demonstrate “in tune playing” on their instrument.

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Unit 1: Sound

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation. (Perform 5)

Supporting Standards:

- a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (MU:Pr5A.E.IIIa)

Priority Standard: Apply criteria to evaluate artistic work. (Respond 9)

Supporting Standards:

- a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. (MU:Re9A.E.IIIa)

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Unit 2: Technique

This unit focuses on developing and refining the fundamental technical skills necessary for high-quality performance. Students will explore how technique influences musicality and expression. Through structured exercises, scales, rhythmic studies, and ensemble playing, students will build clarity, accuracy and control on their instruments.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The way we judge musical technique is based on three things: the basic elements of music notation (like pitch, rhythm, and dynamics); the interpretation of subjective elements such as phrasing and style; and the standards used to evaluate performances. - Performing with appropriate technique is essential to a quality performance.	- How do musicians utilize technique to improve performance? - How do we judge the craft and technique of musical work(s) and performance(s)?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Components of Playing (Technique) - Posture/Position - Pitch Accuracy - Rhythm Accuracy - Tempo - Timing - Articulation - Entrances - Releases - Range - Note/Rest Values - Whole, Half, Quarter, Eighth, Sixteenth, Triplets (eighth, quarter) - Meters 4/4, 2/4, 3/4, 6/8, 2/2, additional compound meters, irregular meters - Tempo Markings - Scales - Major and Minor Scales from 4 sharps through 4 flats - Chromatic Scale Level 2 (Range of an Octave) - Chromatic Scale Level 3 (Multi-octave)	- Recognize, describe, and demonstrate appropriate posture and position on their instrument. - Perform with pitch accuracy. - Perform with rhythmic accuracy. - Perform with a steady tempo. - Perform in time with one another. - Recognize, describe, and demonstrate appropriate articulation (including ensemble entrances and releases) on their instrument. - Perform using the full, practical range of their instrument. - Articulate the pitch tendencies on their instrument.

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Unit 2: Technique

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation. (Perform 5)

Supporting Standards:

- a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (MU:Pr5A.E.IIIa)

Priority Standard: Apply criteria to evaluate artistic work. (Respond 9)

Supporting Standards:

- a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. (MU:Re9A.E.IIIa)

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Unit 3: Musicianship

This unit focuses on the skills and knowledge that make a performance expressive and musical. Students will explore how musicianship goes beyond playing the correct notes and rhythms by incorporating interpretation, analysis, and expression. They will also connect musicianship to other disciplines, cultures, and everyday life, deepening their understanding of musical meaning and purpose. Through listening, discussion, and performance, students will learn how to judge, apply, and refine their musicianship.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Musicianship is informed by analysis, interpretation, and established criteria. • Performing with appropriate musicianship is essential to a quality performance. • Understanding connections to varied contexts and daily life enhances musicians' creation, performance, and response. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	• How do musicians utilize musicianship to improve performance? • How do we judge the musicianship of musical work(s) and performance(s)? • How do the other arts, disciplines, contexts, and aspects of daily life inform the creation, performance, and response to music? • How do we discern the musical creators' and performers' expressive intent?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Components of Playing (Musicianship) ○ Style ○ Expressive Markings ○ Dynamics ○ Phrasing ○ Interpretation/Artistic Intent • Musical Terms necessary to perform literature.	• Recognize, describe, and demonstrate characteristic elements of various styles of music. • Recognize, describe, and demonstrate various expressive markings on their instruments. • Recognize, describe, and demonstrate dynamic markings and contrasts on their instruments. • Recognize, describe, and demonstrate appropriate musical phrasing on their instruments. • Discern between various interpretations of musical presentation(s).

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Unit 3: Musicianship

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation. (Perform 5)

Supporting Standards:

- a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (MU:Pr5A.E.IIIa)

Priority Standard: Apply criteria to evaluate artistic work. (Respond 9)

Supporting Standards:

- a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. (MU:Re9A.E.IIIa)

Priority Standard: Interpret intent and meaning in artistic work. (Respond 8)

Supporting Standards

- a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. (MU:Re8A.E.IIIa)

Priority Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (Connect 11)

Supporting Standards

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11A.E.IIIa)