

Grade: 9-12

Course Title: High School Concert Band

Topic/Concept: Understanding relationships between music and other academic areas of study

Time Allotment: On-going All Year

Unit Sequence: 1

Major Concepts to be learned:

- Students will experience the relationship that exists between music, history, and culture.
- Students will experience the aesthetic quality of music, and through interaction learn concepts unique to music.
- Students will experience the relationship that exists between music and the other arts.
- Students will experience the relationship that exists between music and other academic disciplines.

Expected Skills to be demonstrated:

- Analytical skills as related to cultural influences on music.
- Parallels between music creation, performance, and evaluation and the other arts.
- Identification of major composers and music artists and the era in which they created music.

PA Standards/Anchors:

Eligible Content:

Pa. Standard 9.2
Nat. Standard 2,8,9

- From a list of discussion topics, the student will identify relationships between music and the arts, and music and other academic disciplines.
- The student will select two pieces of ensemble or solo music and describe the distinctive qualities of each piece.
- The student will explain or demonstrate how these qualities are related to the particular culture or stylistic period from which it originates.
- Students will make connections between significant cultural influences and the effect upon the music from that era or culture.

Instructional Strategies:

Assessments:

Lecture	Group discussion
Research	Written work
Note Taking	Summarizing
Evaluating	Specific Reading

- Written examinations
- Oral presentations within rehearsal
- Music performance

Grade: 9-12

Course Title: High School Concert Band

Topic/Concept: Listening, Analyzing, and Evaluating Music

Time Allotment: On-going All-Year

Unit Sequence: 1

Major Concepts to be learned:

- Students will be taught skills to analyze, and evaluate music and music performances.
- Students will experience the aesthetic quality of music, and through interaction learn concepts unique to music.

Expected Skills to be demonstrated:

- Listening skills
- Evaluation skills
- Oral and written skills for describing music
- Analytical skills in music related to form, structure, and performance
- Intonation awareness

PA Standards/Anchors:

Eligible Content:

Pa. Standard 9.3, 9.4
Nat. Standard 6,7,8

- The student will identify and demonstrate or explain standard terms or notation symbols found within various pieces of band literature.
- The following terms and symbols: dynamic markings, articulations and accents, style markings, tempo markings, ledger.
- Following the ensemble's final performance of selected band literature, the student will describe their reaction to that piece.
- The student will also identify which elements of music found within that piece were most influential on their reaction.
- Utilizing prerecorded solo and ensemble performances, the student will listen, analyze, and rate their overall music performance, and the overall music performance of the ensemble.
- The student will complete intonation charts when required by the director.

Instructional Strategies:

Assessments:

Cooperative groups	Problem solving activities
Lecture	Group discussion
Research	Student Journals
Written work	Oral presentation
Note Taking	Graphic organizers
Charting	Summarizing
Outlining	

- Written assignments dealing with analysis, describing, and evaluation
- Open response in rehearsal to questions of form, structure

Grade: 9-12

Course Title: High School Concert Band

Topic/Concept: Music Performance

Time Allotment: On-going all year

Unit Sequence: 3

Major Concepts to be learned:

- Performing music on their instrument in a large ensemble setting.
- Performing music on their instrument in a homogeneous instrument grouping.
- Performing music on their instrument in a heterogeneous instrument grouping.
- Performing music on their instrument as a soloist.

Expected Skills to be demonstrated:

- Executive instrumental skills related to tone production, pedagogy, intonation, expression, and physical coordination.
- Theoretical concepts that encompass tonality, rhythm, musical expression, intonation.

PA Standards/Anchors:

Eligible Content:

Pa. Standard 9.1
Nat. Standard 1,2,3,5

- From a list of major & minor scales up to 5 flats and 3 sharps, the student will perform 6 scales selected by the teacher with complete tonal rhythmic accuracy.
- The student will perform a variety of musical styles as a soloist or with the ensemble.
- The following cultures, styles, or areas may include any of the following: African, American, European, or Asian folk songs, classical and contemporary band literature. From a list of ensemble music, the student will be asked to perform sections selected by the teacher with tonal and rhythmic accuracy and proper musical expression.
- The student will perform a pre-assigned etude with tonal and rhythmic accuracy.
- The student will apply appropriate musical expression elements to the etude designated by the teacher.
- The student will perform a piece of music in a chamber ensemble of varied instrumentation with tonal and rhythmic accuracy, proper musical expression, and blend, balance, and musical

Instructional Strategies:

Assessments:

Coooperative groups	Problem solving activities
Group discussion	Performance task
Hands-on activity	Oral presentation
Evaluating	

- Daily Rehearsal Evaluation - students are asked to perform passages of their music alone, within a small group, or within the large ensemble during rehearsal.
- Musical Development Evaluation - students are asked to perform passages of music alone for the director.
- Concert Performance/Recital - students are asked to perform ensemble or chamber music at a public performance.