

Grade: 10-12

Course Title: High School Wind Ensemble

Topic/Concept: Music Performance

Time Allotment: On-going all year

Unit Sequence: 1

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.
- Advanced instrumental techniques to effectively perform advanced solo, chamber, and ensemble literature.

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 sensitivity as it relates to chamber group in which they are performing.

Instructional Strategies:

Assessments:

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

- 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 ensemble music alone for the director.
- Concert Performance/Recital - students are asked to perform ensemble or chamber music at a public performance.
- Jury - students are asked to perform a passage of solo or chamber music alone for the director.

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Course Title: High School Wind Ensemble

**Topic/Concept: Creating Music through
Improvisation, Composition, and Arranging**

Time Allotment: On-going All Year

Unit Sequence: 2

Major Concepts to be learned:

- Improvise melodies, variations, & accompaniments.
- Compose and arrange music within guidelines.
- Read and notate music.

Expected Skills to be demonstrated:

- Knowledge of theoretical components of music related to chords, chord progressions, tonality, music notation, time signature, key signature, and instrumental timbre.
- Basic skills in improvisation and composition related to variations, theme development, exploration of timbres, and practical application creativity to instrumental music.
- Ability to compose melodies with accompaniment for small ensembles of mixed instrumentation.

PA Standards/Anchors:

Eligible Content:

Pa. Standard 9.1
Nat. Standard 3,4,5

- 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.
- The student will compose a short piece utilizing the following guidelines: 8 measures in length, the key signature may be chosen 1 of 4 major keys (Ab, Eb, Bb, F), composed for performance on the student's major instrument, utilize at least three differences.
- The student will explore basics of improvisation through study of chords and perform improvisational tasks within specific guidelines provided by the teacher.
- Working in groups, students will explore arranging accompaniments to folk or hymn tunes within specific guidelines provided by the teacher.

Instructional Strategies:

Assessments:

Cooperative groups	Problem solving activities
Lecture	Group discussion
Performance task	Research
Student Journals	Written work
Hands-on activity	Oral presentation
Note Taking	Graphic organizers
Charting	Summarizing
Outlining	Evaluating
Specific Reading	

- Students will produce an arrangement of music for a small group.
- Student will produce a short musical composition for their instrument (solo), a small group (chamber), or a large group (ensemble).
- Student will perform basic improvisation patterns alone or with others.
- Student will notate music on a staff for their instrument.

Grade: 10-12

Course Title: High School Wind Ensemble

Topic/Concept: Listening, Analyzing, and Evaluating Music

Time Allotment: On-going All-Year

Unit Sequence: 3

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.
- Students will demonstrate the proper use of musical terms as it applies to analyzing and describing 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.
- The student will present a short paper on their reaction to the music they have performed, and the elements of music within the pieces that were significant to them.

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	Evaluating
Intonation Charts	

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

Grade: 10-12

Course Title: High School Wind Ensemble

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

Time Allotment: On-going All Year

Unit Sequence: 4

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 originated.
- Students will make connections between significant cultural or stylistic influences and their effect upon music.

Instructional Strategies:

Assessments:

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

- Written examinations
- Oral presentations within rehearsal
- Music performance