



OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

HIGH SCHOOL ACADEMIC COURSE OUTLINE

(Revised: 6/8/11)

<b>Department</b>	Music	<b>Course Title</b>	Band 1-2			<b>Course Code</b>	3429		
<b>Grade Level</b>	9-12	<b>Short Title</b>	Band			<b>Grad Requirement</b>			N
<b>Course Length</b>	2 semesters	<b>Credits per Semester</b>	5	<b>Approved for Honors</b>	N	<b>Required</b>	N	<b>Elective</b>	Y
<b>Prerequisites</b>	Prior instrument experience, Music reading and writing skills, Approval of director								
<b>Co-requisites</b>	None								
<b>Articulated with LBCC</b>	No		<b>Articulated with CSULB</b>				No		
<b>Meets UC "a-g" Requirement</b>	Yes, "f"		<b>Meets NCAA Requirement</b>				No		

**COURSE DESCRIPTION:** 1-2 is a course for students who have had some previous experience in playing a wind or percussion instrument, but are not yet prepared for the performance level of advanced Band. Based on the California Visual and Performing Arts Content Standards in Music, the emphasis in this course is on the development of individual technique, musicianship, and music reading and writing skills, as well as the development of personal practice habits and performance etiquette. In order to prepare the student to progress to one of the more advanced classes, students will learn to sight-read accurately and expressively, analyze simple forms of music as musical elements, techniques and the use of form. They perform by themselves and in ensembles band literature accurately and artistically. Students will also study musicians and historical aspects and music developed in various cultures and time periods.

Students may perform at special school events such as assemblies, concerts, and festivals. Rehearsals and performances outside of class time are required.

**COURSE PURPOSE: GOALS**

(Student needs the course is intended to meet)

**CONTENT**

- Students will learn to read an instrumental score of up to four staves and explain how the elements of music are used. (*Artistic Perception 1.1*)
- Students will build and perform a repertoire of Band literature representing various genres, styles, and cultures with technical accuracy and artistic expression. (*Creative Expression 2.4, Historical/Cultural Context 3.4*)
- Students will perform on an instrument in small ensembles and one performer to a part. (*Creative Expression 2.5*)
- Students will compare and contrast band instruments, exploring their historical development, the way they are made, understand the principles of tone production on wind and percussion instruments, and how instrumental voices are used in a score. (*Artistic Expression; Historical/Cultural Context 3.5*)
- Students will develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, and apply those criteria in personal participation in music. (*Aesthetic Valuing 4.1*)
- Students will learn, develop, value, and experience their art to instill a lifelong appreciation of music. (*Aesthetic Valuing*)

- SKILLS**
- Students will transcribe musical phrases when presented aurally into melodic and rhythmic notation. (*Artistic Perception 1.2*)
  - Students will sight-read music accurately and expressively. (*Artistic Perception 1.3*)
  - Students will identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples. (*Artistic Perception 1.5*)
  - Students will analyze the use of form in a varied repertoire of music representing diverse genres, styles and cultures. (*Artistic Perception 1.6*)
  - Students will explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements. (*Historical/Cultural Context 3.2*)
  - Students will evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model. (*Aesthetic Valuing 4.2*)
  - Students will strive for the highest standards of musical performance.
- LITERACY**
- Students will analyze and describe the use of musical elements and expressive devices in aural examples. (*Artistic Perception 1.4*)
  - Students will classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification. (*Historical/Cultural Context 3.5*)
  - Students will describe the means used to create images, or evoke feelings and emotions, in musical works from various cultures. (*Aesthetic Valuing 4.4*)
  - Students will analyze the role and function of music in radio, television, and advertising. (*Connections, Relationships, Applications 5.3*)
- APPLICATIONS**
- Students will develop principles of ensemble membership and practice them in various arts and disciplines. (*Connections, Relationships, Applications 5.1*)
  - Research musical careers in multi-media advertising and education. (*Connections, Relationships, Applications 5.3*)

### **COURSE PURPOSE: EXPECTED OUTCOMES**

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Band 1-2. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

### **California Visual and Performing Arts Content Standards:**

- 1.0 *Artistic Perception:*** Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
- 2.0 *Creative Expression:*** Students apply instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments.
- 3.0 *Historical and Cultural Context:*** Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- 4.0 *Aesthetic Valuing:*** Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.
- 5.0 *Connections, Relationships, Applications:*** Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

**COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES**

Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to Band 1-2.

***CTE Foundation Standards:***

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in May, 2005.

- **Communication:**
  - 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- **Career Planning and Management:**
  - 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
  - 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.
- **Problem Solving and Critical Thinking:**
  - 5.3 Use critical thinking skills to make informed decisions and solve problems.
- **Health and Safety:**
  - 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- **Responsibility and Flexibility:**
  - 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
  - 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
  - 7.4 Understand that individual actions can affect the larger community.
- **Ethics and Legal Responsibilities:**
  - 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- **Leadership and Teamwork:**
  - 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
  - 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
  - 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

The circled standards are the CTE "Power" Standards addressed across the content areas.

**OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**

<p><b>Unit Title: Introduction to Band 1-2; Unit 1</b></p>				
<p><b>Sample Essential Question:</b></p>				
<p><b>Content Standards</b></p>		<p><b>Perf. Std. Measures</b></p>	<p><b>Instructional Support</b></p>	<p><b>Appx Time</b></p>
<p>(CONTENT) “Students know...”</p>	<p>(SKILL) “Students are able to ...”</p>	<p>How students DEMONSTRATE KNOWLEDGE and SKILL.</p>		
<p>Working knowledge of Band instruments. (CTE 6.2)</p> <p>Principles of ensemble membership. (CTE 7.1 9.1, 9.5)</p> <p>Principles of rehearsal responsibilities and timeline.</p> <p>Working knowledge of music notation; major scale and chord study and application; melodies and counter melodies; harmonies; and accompaniments.</p> <p>Study of Major Scales</p> <p>Preparation, knowledge, and understanding to develop Performance Assessment Tools.</p>	<ul style="list-style-type: none"> <li>Observe, describe, and demonstrate how to produce a proper sound and tone; proper care of self and instrument.</li> <li>Describe and demonstrate the principles of ensemble membership - Match, complement, respect, watch, focus, and listen to other members of the ensemble, striving for balance and cooperation. (VAPA 3.2)</li> <li>Responsibility for individual practice, warm-up, and participation in timeline of rehearsal - Practiced, prepared, and demonstrates ability to participate during a rehearsal.</li> <li>Analyze and describe the use of musical elements and expressive devices in aural and recorded examples in a varied repertoire of music representing diverse genres, styles, and cultures. (1.4)</li> <li>Read and demonstrate articulation, dynamics, and tempo. Read and perform whole, half, quarter, and eighth notes with accuracy.</li> <li>Read and perform B-flat Major scale.</li> <li>Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and apply those criteria in personal participation in music. (VAPA 4.1)</li> </ul>	<p><u>Key Assignments/Assessments:</u></p> <ul style="list-style-type: none"> <li>Participation using principles of ensemble membership;</li> <li>B-flat Major scale</li> <li>Introductory song</li> <li>Musical ability and knowledge assessments</li> <li>seating and section leader assignments</li> </ul> <p><u>Suggested:</u></p>	<p><b>Basic Text</b>, reference</p> <p>“Foundations for Superior Performance” Fall Concert Music Choral Studies Band Handbook</p> <p><u>Supplemental Resources/Materials:</u></p> <p>Woodwind or Brass Instrument Percussion Instruments Reeds Sticks Lubrication Materials</p> <p><u>Key Vocabulary:</u></p> <p>Staff/Pitch notation Rhythmic notation Articulation Dynamics Tempo Harmony Melody Tone Pitch Accuracy Rhythmic Accuracy Intonation Major scale Meter Key Signature</p>	<p>Week 1-2 and continued</p>

**Unit Title: Band 1-2; Unit 2**

**Sample Essential Question:**

Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p>Working knowledge of music notation; major scale and chord study and application; Melodies; counter melodies; harmonies; and accompaniments.</p> <p>Working knowledge of tone production, intonation, and rhythmic accuracy.</p> <p>Study and knowledge of cultures, genres, and styles of music.</p> <p>Study and knowledge of conducting directions.</p> <p>Further study of Major scales</p> <p>Performance Assessment Tools (CTE 5.3)</p>	<ul style="list-style-type: none"> <li>Read an instrumental score of up to four staves and explain the elements used. (VAPA 1.1)</li> <li>Perform on an instrument in small ensembles, with one performer for each part. (VAPA 2.5)</li> <li>Play assigned part using good tone, accurate pitch, and rhythmic accuracy.</li> <li>Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. (VAPA 1.6)</li> <li>Classify by culture unfamiliar but representative aural examples of music and explain the reasoning for the classification.</li> <li>Explain in musical terms classifications and descriptions of different cultures, genres, and styles of music. (VAPA 3.5)</li> <li>Understand and demonstrate the ability to follow the directions of a conductor</li> <li>Read and perform F, C, G, E-flat, and B-flat Major scales.</li> <li>Identify and read 5 key signatures.</li> <li>Performance Assessment Tools (CTE 5.3)</li> <li>Describe with clarity with the use of musical terminology an evaluation of a performance.</li> </ul>	<p><u>Key</u></p> <p><u>Assignments/Assessments:</u></p> <ul style="list-style-type: none"> <li>Participation using principles of ensemble membership, concert attire and etiquette</li> <li>Quizzes-playing scales;</li> <li>Fall Concert</li> <li>Performance reflection and analysis</li> </ul> <p><u>Suggested:</u></p>	<p><b>Basic Text</b>, reference</p> <p>Published Band literature, Teacher generated worksheets and compositions</p> <p><u>Supplemental</u> <u>Resources/Materials:</u></p> <p>Woodwind or Brass Instrument Percussion Instruments Reeds Sticks Lubrication materials Music stands</p> <p><u>Key Vocabulary:</u></p> <p>Ensemble Transition Genres Styles Culture Rhythmic Competency Intonation Tone Quality Key Signature Flat Sharp Time Signature Phrase Interval</p>	<p>Week 3-8 and continued</p>

**Unit Title: Band 1-2; Unit 3**

**Sample Essential Question:**

Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p><b>Working knowledge of music notation; key signatures; major scale study , chromatic scale and application (including arpeggios); melodies; harmonies; and accompaniments; <i>Applied to new repertoire.</i></b></p> <p><b>Performance Assessment Tools (CTE 5.3)</b></p>	<ul style="list-style-type: none"> <li>● Read and play new repertoire with technical accuracy and artistic expression. (VAPA 2.1)</li> <li>● Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively. (VAPA 2.1)</li> <li>● Demonstrate the ability to follow the directions of a conductor.</li> <li>● Perform grade level 2-3 music with 90% accuracy.</li> <li>● Identify and read key signatures of up to 3 flats and 3 sharps.</li> <li>● Play scales and arpeggios in major keys.</li> </ul> <ul style="list-style-type: none"> <li>● Understand the value of performance reflection and analysis. (VAPA 4.2)</li> <li>● Describe with clarity and the use of musical terminology an evaluation of a performance.</li> </ul>	<p><u>Key</u> <u>Assignments/Assessments:</u></p> <ul style="list-style-type: none"> <li>● Rehearsal of new literature</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Winter Concert</li> <li>● Performance reflection and analysis</li> </ul> <p><u>Suggested:</u></p>	<p><b>Basic Text</b>, reference</p> <p>Published band literature, Teacher generated worksheets and compositions, "Foundations of Superior Performance"</p> <p><u>Supplemental</u> <u>Resources/Materials:</u></p> <p>Woodwind or Brass Instrument Percussion Instruments Reeds Sticks Lubrication materials Music stands</p> <p><u>Key Vocabulary:</u></p> <p>Repertoire Pyramid of Balance Accompaniments Melody Rhythmic accuracy Intonation Tonal Characteristics Major Keys Arpeggio Chromatic Scale Syncopation Pick-up note Grace note</p>	<p>Week 9-18 and continued</p>

**Unit Title: Band 1-2; Unit 4**

**Sample Essential Question:**

Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p>Working knowledge of music notation; key signatures; time signatures; major and minor scale study and application; melodies; harmonies; and accompaniments; <i>Applied to new repertoire.</i></p> <p>Study of symphonic forms, overtures, symphonies, marches, tone poems, and medleys.</p> <p>Working knowledge of minor scales and application; harmonies and accompaniments.</p> <p>Further study of Major scales; Circle of 5ths.</p> <p>Study of enharmonic notation.</p> <p>Acquiring skills of responsibility with all aspects of a performance. (CTE 6.2, 9.3)</p> <p>Identify Career Opportunities</p>	<ul style="list-style-type: none"> <li>Read and play new repertoire.</li> <li>Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively.</li> <li>Perform a repertoire of band literature representing various genres, styles, and cultures with technical accuracy and artistic expression. (VAPA 2.1, 4.4)</li> <li>Read and play repertoire with time signatures of 2/4, 3 /4, 4/4. and 6/8.</li> <li>Analyze and describe the historical origins of band instruments. (VAPA 1.6, 3.3 3.4)</li> <li>Analyze and describe the historical, rhythmic, and melodic origins of music.</li> <li>Read and play the g, c, f, and d minor scales and arpeggios.</li> <li>Identify, read , and play Major scales: C, G, D, A, F, B-flat, E-flat. Play arpeggio for each major key.</li> <li>Understand, recognize, read, and play enharmonic notation in music repertoire.</li> <li>Listen and identify who has the melody at any given time.</li> <li>Demonstrate the ability to conduct a productive student-led section rehearsal.</li> <li>Identify and describe career opportunities in music.</li> <li>identify career opportunities through written and oral presentations.</li> </ul>	<p><u>Key</u></p> <p><u>Assignments/Assessments:</u></p> <ul style="list-style-type: none"> <li>Spring Concert</li> <li>Performance reflection and analysis</li> <li>Quizzes (major and minor scales, arpeggios, and chromatic scale)</li> <li>Tests</li> <li>Spring Concert Music Test</li> <li>Spring Festival</li> </ul> <p><u>Suggested:</u></p>	<p><b>Basic Text</b>, reference</p> <p>Published band literature, Teacher generated worksheets and compositions, "Foundations of Superior Performance", Percussion ensemble literature</p> <p><u>Supplemental</u> <u>Resources/Materials:</u></p> <p>Woodwind or Brass Instrument Percussion Instruments Reeds Sticks Lubrication materials Music stands</p> <p><u>Key Vocabulary:</u></p> <p>Minor keys Blend Rhythmic pulse Rubato Legato Staccato Tonal character Senorities Unison Phrases and phrasing Intervals</p> <p><b><u>RELATED CAREERS</u></b></p> <p>PROFESSIONAL MUSICIAN ENTERTAINER TEACHER EDUCATION MUSIC MANAGEMENT MUSIC TECHNOLOGY COMPOSER RECORDING ARTIST ART, DESIGN, ENTERTAINMENT, AND MEDIA OCCUPATIONS</p>	<p>Week 19-36</p>

**KEY ASSIGNMENTS/ASSESSMENTS:****PERFORMANCE:**

<b>Introduction and Beginning of Year Assessment</b>	Introductory coursework to assess student level and musicianship. Students are assessed on their ability to play a B-flat Major and chromatic scales, tone production, breathing, and music reading skills. Basic music theory is reviewed and assessed. Through this process, students are given seating assignments and section leaders are assigned. Health and safety of oneself and equipment is emphasized.
<b>Fall Concert</b>	Rehearsal and individual preparation of selected repertoire for the Fall Concert. Students will demonstrate how to watch, listen, focus, compliment, match, balance, and respect what each part is performing in conjunction with the whole ensemble. They learn how to be a team player and develop a sense of community.
<b>Winter Concert</b>	Rehearsal and individual preparation of selected repertoire for the Winter Concert. Students will continue to demonstrate how to watch, listen, focus, compliment, match, balance, and respect what each part is performing in conjunction with the whole ensemble. They learn how to be a team player and develop a sense of community.
<b>Spring Concert and Festival</b>	Rehearsal and individual preparation of selected repertoire for the Spring Concert. Students will not only continue to demonstrate how to watch, listen, focus, compliment, match, balance, respect what each part is performing in conjunction with the whole ensemble, be a team player and develop a sense of community, but demonstrate better musicianship.
<b>Year-End Concert</b>	Rehearsal and individual preparation of advanced level repertoire for the Year-End Concert. Students will not only continue to demonstrate how to watch, listen, focus, compliment, match, balance, respect what each part is performing in conjunction with the whole ensemble, be a team player and develop a sense of community, but demonstrate exemplary musicianship.

**WRITING:**

<b>Critique Journal</b>	Student kept journal reflecting response to daily rehearsal routines, written assessment of rehearsal techniques and vocabulary, and written assessment for each Key performance listed above.
<b>Research Critique</b>	Students select and research the history and musical elements relating to one piece of literature from two of the Key assignments above. Written in their journal, students describe in their own words using correct music terminology, the history and composer of the selection, musical form and elements, as well as a short description of meaning behind the work.
<b>Listening</b>	Students record a written response in their journals by listening to musical examples of other performances and performing groups related to Concert Bands.

**ASSESSMENT METHODS and/or TOOLS:**

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

<b>Performance Tasks</b>	Student response and performance that demonstrates the level of mastery of material, organizational skills, and expressive abilities. Includes daily rehearsal skills, performance readiness and participation.
<b>Written Assignments and Research</b>	Student response to written assignments including research of historical time periods, cultures, genres, and styles of music either performed or not performed during the duration of this course.
<b>Tests and Quizzes</b>	Student response to unit quizzes and tests.
<b>Self-Evaluations and Critiques</b>	Student assessment of their own progress: learning to assess accurately their own growth and that of fellow students.
<b>Participation</b>	Student attendance and participation in daily rehearsal, class discussions, critiques and performances. . Also, involvement and participation in related activities outside of this course (school productions, service hours with community arts organizations).
<b>End of Course Exam</b>	Student response to final performance and any related end of course exams.

<b>Service Learning</b>	<p>Service Learning activities involve research, preparation, action/demonstration, and reflection of experiential applications of the content and will be credited toward the district's high school Service Learning requirement. Students are expected to complete a Service Learning activity <b>with a minimum of 5 [or 10] hours</b>, prior to the completion of this course. The learning (any products developed, reflection on the service) will be graded by the instructor as one of the performance based assessments; the service itself will not be graded or judged.</p> <p>Service learning is an instructional strategy that connects meaningful service experiences in the community with academic learning, personal growth, and civic responsibility. Service learning enhances what is taught in the course by extending learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real-life situations in their own communities. Service learning makes coursework relevant.</p> <p>There are many opportunities, on campus and in the community, to participate in service learning activities related to Music. These include voluntary participation in the <i>Long Beach Symphony Orchestra's Ovation</i>, <i>Student/Peer mentoring</i>, and various school events. Students participating in these experiences share their talents and show support for their art, which benefits themselves and the community.</p>
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**Content-Specific Assignments:****Introduction to Band 1-2; Unit 1**

(\*\*Key Assignments in Bold)

1. *Beginning of Year Outline of Responsibilities*
  - a) Instrument checkout
  - b) Forms and paperwork
  - c) \*\*Musical ability playing assessment**
  - d) \*\*Musical knowledge assessment**
  - e) Seating assignments
  - f) Section Leader assignments
  - g) Music Journal**
2. *Principles of Effective Practice*
  - a) Organize and establish a productive practice routine
    1. practice time in minutes
    2. practice good posture
    3. practice using proper technique
    4. practice using good tone
  - b) Organize and execute productive individual practice sessions
3. *Principles of Rehearsal Responsibilities*
  - a) Come prepared
  - b) Exhibit proper rehearsal and performance etiquette
  - c) Warm-up and technical exercises
    1. tonal production
    2. intonation
    3. technical fluency
    4. scales
  - d) Sight-reading exercises
  - e) Sight-read music one difficulty level below their standard performance literature
  - f) Follow the conductor
4. *Principles of Ensemble Membership*
  - a) Match, complement, respect, watch, focus, and listen
  - b) Balance and cooperation
5. *Working knowledge of Band Instruments*
  - a) Historical understanding
  - b) Production of sound and tone
  - c) Care of instruments
6. *Music Notation*
  - a) Read and write basic musical notation (whole, half, quarter, and eighth notes; dynamics, tempo)
  - b) Perform with understanding music notation
  - c) Read and demonstrate meter in 2/4, 3/4, 4/4
  - d) Understand and identify key signatures
  - e) Understand a score of four staves and read dedicated instrumental part
  - f) Identify beginnings, climaxes, and endings of phrases
7. *Major Scale and Chord Progressions*
  - a) Whole-steps and half-steps of an B-flat Major scale**
8. *Melodies, Counter-Melodies, and Harmonies*
  - a) Melodic sequence
  - b) Complementary melodic sequences
  - c) Sonority of two or more sounds creating harmony
9. Quizzes/Assessments
  - a) \*\*Musical ability playing assessment**
  - b) \*\*Musical knowledge assessment**
  - c) \*\*Music Journal Critiques and daily assessments**
  - d) Unit 1 Assessment**

**Band 1-2; Unit 2**

1. *Principles of Effective Practice (Continued)*
  - a) Organize and establish a productive practice routine
    1. practice time in minutes
    2. practice good posture
    3. practice using proper technique
    4. practice with accurate pitch and good tone
  - b) Organize and execute productive individual practice sessions
2. *Principles of Rehearsal Responsibilities (Continued)*
  - a) Come prepared
  - b) Exhibit proper rehearsal and performance etiquette
  - c) Warm-up and technical exercises
    1. tonal production
    2. intonation
    3. technical fluency
    4. scales
  - d) Sight-reading exercises
  - e) Sight-read music one difficulty level below their standard performance literature
  - f) Identify which voice has the melody at any point in the music
  - g) Follow the conductor
3. *Principles of Ensemble Membership (Continued)*
  - a) Match, complement, respect, watch, focus, and listen
  - b) Balance and cooperation
4. *Working knowledge of Band Instruments (Continued)*
  - a) Historical understanding
  - b) Production of sound and tone
  - c) Fingerings
  - d) Care of instruments
5. *Working Knowledge of Music Elements – New repertoire*
  - a) Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively
6. *Music Notation*
  - a) Read and write basic musical notation  
(whole, half, quarter, eighth, and sixteenth notes and rests; dynamics, tempo, and form.)
  - b) Perform with understanding music notation
  - c) Perform using dynamics and tempo
  - d) Understand a score of four staves and read dedicated instrumental part
  - e) Identify beginnings, climaxes, and endings
7. *Read and perform in Small Ensembles*
  - a) Read and play assigned part independently in a small ensemble
8. *Major Scale and Chord Progressions*
  - a) Whole-steps and half-steps of an F, C G, E-flat., B-flat Major scale
  - b) Identify intervals of a scale (Major and minor 3, P4 and P5)
9. *Music Analysis of Performance Literature*
  - a) Analyze the use of form in performance literature (i.e. simple ABA)
  - b) Explain genre, style, culture and the reasoning for the classification
10. **\*\* Preparation, knowledge, and Understanding Of Performance**
  - a) **Develop criteria for making informed critical evaluations of the quality and effectiveness of performances**
  - b) **Application of criteria to performance**
  - c) **Rehearsal of repertoire for performance**
11. *Performance Reflection and Analysis*
  - a) Understanding the value of performance reflection and analysis
  - b) Describe with clarity using musical terminology an evaluation of a performance
  - c) **\*\*FALL CONCERT**
12. *Music Relationship to Other Subject Areas*
  - a) Discuss the contribution of music in relation to other subject areas
13. *Career Opportunities*
  - a) Identify career opportunities through written and oral presentations

**Band 1-2; Unit 2** (Continued)**14. Quizzes and Test**

- a) **\*\*Music Journal Critiques and daily assessments**
- b) **Unit 2 assessment**

**Band 1-2; Unit 3**

1. *Principles of Effective Practice (Continued)*
  - a) Organize and establish a productive practice routine
    1. practice time in minutes
    2. practice good posture
    3. practice using proper technique
    4. practice with accurate pitch and good tone
  - b) Organize and execute productive individual practice sessions
2. *Principles of Rehearsal Responsibilities (Continued)*
  - a) Come prepared
  - b) Exhibit proper rehearsal and performance etiquette
  - c) Warm-up and technical exercises
    1. tonal production
    2. intonation
    3. technical fluency
    4. scales
  - d) Sight-reading exercises
  - e) Sight-read music one difficulty level below their standard performance literature
  - f) Identify which voice has the melody at any point in the music
  - g) Follow the conductor
3. *Principles of Ensemble Membership (Continued)*
  - a) Match, complement, respect, watch, focus, and listen
  - b) Balance and cooperation
4. *Working knowledge of Band Instruments (Continued)*
  - a) Historical understanding
  - b) Production of sound and tone
  - c) Fingerings
  - d) Care of instruments
5. *Working Knowledge of Music Elements – New repertoire*
  - a) Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively
6. *Music Notation*
  - a) Read and write basic musical notation (whole, half, quarter, eighth, sixteenth, triplets, dotted notes and rests; syncopation, pick-up notes, and grace notes; dynamics and form)
  - b) Identify key signature (major and relative minor)
  - c) Identify and read whole steps and half steps of a major scale
  - d) Understand and perform a major scale by whole steps, half steps, including arpeggios
  - e) Understand and perform a chromatic scale
  - f) Identify and read key signatures C, F, B-flat, E-flat, G, D, and A
  - g) Read and perform music in meter 2/4, 3/4, 4/4, 2/2 and 6/8
  - h) Understand a score of four staves and read dedicated instrumental part
  - i) Identify beginnings, climaxes, and endings
7. *Music Analysis of Performance Literature (Continued)*
  - a) Analyze the use of form in performance literature
  - b) Explain genre, style, culture and the reasoning for the classification
8. **\*\* Preparation, knowledge, and Understanding Of Performance (Continued)**
  - a) **Develop criteria for making informed critical evaluations of the quality and effectiveness of performances**
  - b) **Application of criteria to performance**
  - c) **Rehearsal of repertoire for performance**
9. *Performance Reflection and Analysis (Continued)*
  - a) Understanding the value of performance reflection and analysis
  - b) Describe with clarity using musical terminology an evaluation of a performance
  - c) **\*\*WINTER CONCERT**

## 10. Quizzes and Test

- a) **\*\*Music Journal Critiques and daily assessments**
- b) **\*\*Music Research Critique and assessment**
- c) **Unit 3 Assessment**

**Band 1-2; Unit 4**

1. *Principles of Effective Practice (Continued)*
  - a). Organize and establish a productive practice routine
    1. practice time in minutes
    2. practice good posture
    3. practice using proper technique
    4. practice with accurate pitch and good tone
  - b). Organize and execute productive individual practice sessions
2. *Principles of Rehearsal Responsibilities (Continued)*
  - a) Come prepared
  - b) Exhibit proper rehearsal and performance etiquette
  - c) Warm-up and technical exercises
    1. tonal production
    2. intonation
    3. technical fluency
    4. scales
  - d) Sight-reading exercises
  - e) Sight-read music one difficulty level below their standard performance literature
  - f) Follow the conductor
3. *Principles of Ensemble Membership (Continued)*
  - a). Match, complement, respect, watch, focus, and listen
  - b). Balance and cooperation
4. *Working Knowledge of Music Elements – New repertoire*
  - a). Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively
5. *Music Notation*
  - a). Read and write basic musical notation (whole, half, quarter, eighth, and sixteenth, notes; triplets, dotted notes and rests; pick-up and grace notes, syncopation, dynamics, and tempo.)
  - b). Identify and read whole and half steps of a major scale
  - c). Identify and read whole and half steps of a minor scale
  - d). Understand and perform a major scale by whole and half steps, including arpeggios
  - e). Understand and perform the g, c, f, and d minor scales and arpeggios
  - f). Understand and perform a chromatic scale
  - g). Identify and read key signatures C, G, D, A, F, B-flat, E-flat
  - h). Introduce and read the “Circle of Fifths”
  - i). Perform with understanding music notation
  - j). Understand a score of four staves and read dedicated instrumental part
6. *Music Analysis of Performance Literature (Continued)*
  - a). Analyze the use of form in performance literature
  - b). Explain genre, style, culture and the reasoning for the classification
7. **\*\* Preparation, knowledge, and Understanding Of Performance (Continued)**
  - a). **Develop criteria for making informed critical evaluations of the quality and effectiveness of performances**
  - b). **Application of criteria to performance**
  - c). **Rehearsal of repertoire for performance**
8. *Performance Reflection and Analysis (Continued)*
  - a). Understanding the value of performance reflection and analysis
  - b). Describe with clarity using musical terminology an evaluation of a performance
  - c). **\*\*Spring Concert and Festival**
  - d). **\*\*Year-End Concert**
9. *Quizzes and Test*
  - a). **\*\*Music Journal Critiques and daily assessments**
  - b). **\*\*Music Research Critique and assessment**
  - c). **Unit 4 Assessment**

**INSTRUCTIONAL METHOD AND/OR STRATEGIES:**

**A variety of instructional strategies will be utilized to accommodate all learning styles:**

**[Instructional (Music) Methods:**

1. Teacher modeling and instruction
2. Modeling from professional recordings
3. Peer collaboration and tutoring
4. Performance
5. Participation/Performance reflection, analysis, and modification

**Lesson Design & Delivery:** Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b>	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

<b>COVERT</b>	<b>OVERT (Oral)</b>	<b>OVERT (Written)</b>	<b>OVERT (Gestures)</b>
<ul style="list-style-type: none"> <li>• Recall</li> <li>• Imagine</li> <li>• Observe</li> <li>• Consider</li> <li>• Visualize</li> </ul>	<ul style="list-style-type: none"> <li>• Think (Write)/Pair/Share</li> <li>• Idea Wave</li> <li>• Choral Response</li> <li>• Give One, Get One</li>   <li>• Critiques</li> <li>• Cooperative Discussion Groups</li> <li>• Brainstorm</li> </ul>	<ul style="list-style-type: none"> <li>• Restate in Notes/Journals</li> <li>• Response Boards</li> <li>• Graphic Organizers</li> <li>• Folded Paper</li>   <li>• Critiques</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Signals</li> <li>• Model with Hand Motions</li> <li>• Stand up/ Sit down</li> <li>• Point to Examples</li>   <li>Rehearsal</li> <li>Performance</li> </ul>

**Baldrige Quality Tools:** Students can become more positively involved in their education through goal setting, self-assessment, and data tracking and analysis by making use of the following strategies:

<b>BALDRIGE TOOL</b>	<b>PURPOSES</b>
<b>Affinity Diagram</b> <b>Flowchart</b> <b>Force Field Diagram</b> <b>Issues / Ideas Bin</b>	– finding consensus, organizing complex information – describing a process, planning a project, identifying problem steps in a process – identifying obstacles, finding causes and solutions to problems – handling individual questions/requests without stopping a group activity, providing anonymous input, obtaining diverse input in specific areas.
<b>Data Folder</b> <b>Plus / Delta</b>	– tracking goals and actual results – tracking improvement efforts, identifying opportunities for change, finding out what's working and what's not working in a process, procedure, activity, etc.
<b>Class Data Graphs</b>	– displaying trends for goal setting

Diverse learning styles may be addressed by implementing combinations of the following:

**Significant, Proven Strategies for ALL Students**

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Hands-On Lab's           | <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Current Events |
| <input type="checkbox"/> Inquiry Activities       | <input type="checkbox"/> Peer Teaching         | <input type="checkbox"/> Thematic Units      | <input type="checkbox"/> Career Choices |
| <input type="checkbox"/> Short/Long-term projects | <input type="checkbox"/> Summarization         | <input type="checkbox"/> Field Experiences   | <input type="checkbox"/> Guest Speakers |

<p><b>Literacy Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary Development</li> <li><input type="checkbox"/> Before Reading</li> <li><input type="checkbox"/> During Reading</li> <li><input type="checkbox"/> After Reading</li> <li><input type="checkbox"/> Text Structure</li> <li><input type="checkbox"/> Graphic Organizers</li> <li><input type="checkbox"/> Reciprocal Teaching</li> <li><input type="checkbox"/> Learning Logs</li> <li><input type="checkbox"/> Nonfiction</li> <li><input type="checkbox"/> Functional</li> <li><input type="checkbox"/> Word Wall</li> </ul>	<p><b>SDAIE Strategies for English Learners</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lower the Affective Filter (including Processing Time)</li> <li><input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema)</li> <li><input type="checkbox"/> Acquisition Levels</li> <li><input type="checkbox"/> Language Sensitivity</li> <li><input type="checkbox"/> Grouping Strategies</li> <li><input type="checkbox"/> Multiple Intelligences</li> <li><input type="checkbox"/> Adapt the Text</li> <li><input type="checkbox"/> Interactive Learning (Manipulatives &amp; Visuals)</li> <li><input type="checkbox"/> Home/School Connection (including Cultural Aspects)</li> </ul>	<p><b>Strategies for Students with Disabilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IEP Accommodations (refer to student's IEP document or IEP summary sheet)</li> <li><input type="checkbox"/> Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals)</li> <li><input type="checkbox"/> Think Alouds</li> <li><input type="checkbox"/> Small Group Instruction</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Manipulatives &amp; Visuals</li> <li><input type="checkbox"/> Peer Assisted Learning</li> </ul>	<p><b>Differentiation for Advanced Learners</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum Compacting</li> <li><input type="checkbox"/> Depth and Complexity</li> <li><input type="checkbox"/> Flexible Grouping</li> <li><input type="checkbox"/> Acceleration</li> <li><input type="checkbox"/> Tiered Assignments</li> <li><input type="checkbox"/> Independent Study</li> </ul>
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*Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.*

**TEXTBOOKS:**

Basic Textbook: Published Band Literature

Supplemental Texts: Foundations for Superior Performance  
(Suggested) (Warm-ups and Techniques for Band)  
By Richard Williams and Jeff King  
KJOS Publishing Co.  
ISBN 0-8497-7012-2 (1998)

Music Literature from various publishers  
Teacher and student compositions/arrangements  
Handouts created by teacher and industry  
Academic articles

**SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

Woodwind or Brass Instruments

Percussion Instruments

Chairs

Stands

Cases

Carts

Piano

CD and DVD recordings

CD and DVD equipment

Recording equipment/software, mixing board, microphone, and cables

Chalkboard/Whiteboard

**RESOURCES:***Documents*

- ❑ Visual and Performing Arts Content Standards for California Public Schools (2001):  
[www.cde.ca.gov/be/st/ss/documents/vpastandards2009.doc](http://www.cde.ca.gov/be/st/ss/documents/vpastandards2009.doc)
- ❑ Visual and Performing Arts Framework for California Public Schools (2004):  
[www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf](http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf)

*District Offices*

- ❑ Music Curriculum Office (562) 997-8000 (ext. 8175)
  - K-12 music standards, curriculum, professional development, all-district VAPA events
- ❑ Office of Multimedia Services (OMS) (562) 997-8000 (ext. 7145)
  - videos for check out to fit the curriculum (see your librarian for current catalogs)
  - district TV channels programming
- ❑ PALMS Office 

Program Assistance for Language Minority Students
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 (562) 997-8000 (ext. 8031)
  - technical assistance and professional development for English Language Development (ELD) and Specially Designed Academic Instruction In English (SDAIE)
  - assistance in the implementation and maintenance of programs addressing the needs of English Language Learners (ELLs)

**ASSESSMENT METHODS AND/OR TOOLS:**

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

**Suggested Evaluation Tools:**

Source	Diagnostic (Diagnose)	Formative (Monitor)	Summative (Evaluate)
<b>Teacher Developed Assessments</b>	Tests/Formal Assessments	Participation	Individual and Group Performance
	Quizzes/Informal Assessments	Guided practice	Rehearsal and Performance Attendance
	Written Assignments	Section Rehearsals	Final Assessment and Evaluation

**PERFORMANCE STANDARDS CRITERIA:**

Defines how good is good enough on which measures to demonstrate achievement of content standards.

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
<b>Accuracy</b>	Virtually no errors; consistent accuracy of notes, rhythms, dynamics, and phrasing	Most notes, rhythms, dynamics, and phrasing are accurate and secure, isolated error or two	Frequent and repeated errors	Very few accurate notes, incorrect rhythms, dynamics, and phrasing; confusion	Written:  Playing:
<b>Musicianship</b>	Exemplary and Consistent demonstration of excellent technique, skills, and musicality. Excellent understanding of Artistic and Creative Expression	Good demonstration of technique, skills, and musicality. Good understanding of Artistic and Creative Expression	Demonstrates a basic understanding of technique, skills, musicality, Artistic and Creative Expression	Demonstrates very little understanding of technique, skills, musicality, Artistic or Creative Expression	Written:  Playing:
<b>Participation</b>	Consistent contribution to ensemble; always musically prepared, listens and cooperates, respects others, responsible and always punctual	Adequate contribution to ensemble; musically prepared, listens and cooperates, respects others, responsible and punctual	Contribution to ensemble is lacking, shows some effort with respect to others, somewhat responsible and punctual	Very little attempt to contribute to ensemble, argumentative or disinterested	
<b>Performance</b>	Exemplary, consistent and accurate performance; excellent stage presence, proper attire; demonstrates responsibility to performance set-up and clean-up	Consistent and accurate performance; good stage presence, proper attire; demonstrates responsibility to performance set-up and clean-up	Inconsistent and inaccurate performance; some effort given to stage presence and attire; some responsibility given to performance set-up and clean-up	Very little effort exhibited towards performance; improper stage presence and attire; no effort given to performance set-up or clean-up	
<b>Non-performance attributes</b>	Demonstrates exemplary attributes of responsibility, respect (themselves and equipment), maintains passing grades, citizenship to family, school, and community	Demonstrates good attributes of responsibility, respect (themselves and equipment), maintains passing grades, citizenship to family, school, and community	Demonstrates a developing understanding of responsibility, respect (themselves and equipment), maintains passing grades, citizenship to family, school, and community	Demonstrates little effort and awareness of responsibility, respect (themselves and equipment), poor grades, and struggles with citizenship to family, school, and community	



The assignment of letter grades will be based on the following scale:

Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100-90%	Exemplary 4
	B+	89 – 85%	
Proficient	B	84 – 80%	Accomplished 3
	C	79 – 70%	
Partially Proficient	D	69 – 60%	Developing 2
Non or Limited Proficient	F	Below 60%	Beginning 1

\*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

### **Suggested Grade Weighting:**

(with some possible examples)

1. Participation	40%
<ul style="list-style-type: none"> <li>○ Contribution to ensemble</li> <li>○ Musically prepared</li> <li>○ Ensemble membership</li> <li>○</li> </ul>	
2. Performance	30%
<ul style="list-style-type: none"> <li>○ Consistent and accurate performance</li> <li>○ Musicianship</li> <li>○ Stage Presence and attire</li> <li>○ Responsibility to set-up and clean-up</li> <li>○ Concerts</li> </ul>	
3. Quizzes and Tests	10%
<ul style="list-style-type: none"> <li>○ Musical playing quiz and test</li> <li>○ Musical knowledge quiz and test</li> <li>○ Unit quiz or test</li> <li>○</li> </ul>	
4. Performance Assessments/Tests	10%
<ul style="list-style-type: none"> <li>○ Musical playing assessment or test</li> <li>○ Verbal or written critical analysis of performance</li> <li>○</li> </ul>	
5. Written Competency	10 %
<ul style="list-style-type: none"> <li>○ Journal</li> <li>○ Research composition</li> </ul>	

Submitted by:	James Petri
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School/Office:	OCIPD/Music Office
Curriculum Writing Team Members:	James Petri, Music Curriculum Leader, Eric Messerschmidt,...
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