

Varsity Band

Course #: MU 83

Course Name: Varsity Band

Prerequisites: Teacher recommendation/audition

Varsity Band is a performance ensemble for the developing band student. Students will demonstrate higher level instrumental techniques and study a wide range of musical styles and forms. This ensemble will prepare and perform concerts each semester, some of which may be other than during school hours. Special concert attire may be worn. Placement is by teacher recommendation/audition.

Performance Groups

Grade Level: 10-12

Level of Difficulty: Average

of Credits: 2 Sem. – 1 Credit

The following Instrumental Music Performance Objectives are integrated throughout the entire course:

INSTRUMENTAL MUSIC SKILLS

Strand 1: Create

- **Concept 1:** Singing, alone and with others, music from various genres and diverse cultures.
- **Concept 2:** Playing instruments, alone and with others, music from various genres and diverse cultures.
- **Concept 3:** Improvising rhythms, melodies, variations, and accompaniments.
- **Concept 4:** Composing and arranging music.
- **Concept 5:** Reading and notating music.

Strand 2: Relate

- **Concept 1:** Understanding the relationships among music, the arts, and other disciplines outside the arts.
- **Concept 2:** Understanding music in relation to history and culture.
- **Concept 3:** Understanding music in relation to self and universal themes.

Strand 3: Evaluate

- **Concept 1:** Listening to, analyzing, and describing music.
- **Concept 2:** Evaluating music and music performances.

The following Language, Math, and Historical Performance Objectives may be used throughout the course:

LANGUAGE ARTS CONNECTION

Reading

S1, S2, S3 Vocabulary Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids.

S1, S2, S3 Comprehension Strategies Employ strategies to comprehend music terminology using prior knowledge, text features, and reading techniques.

Writing

S3C2 Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes the ideas and content. The writing supports a thesis based on research, observation and/or experience.

S2C3 Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

MATH CONNECTION

S1C1 Number Sense Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

S3C1 Patterns Identify patterns and apply pattern recognition to reason mathematically.

S3C4 Analysis of Change Analyze change in a variable over time and in various contexts.

HISTORY AND CULTURAL CONNECTIONS

** History and cultural connections to the music will be determined by the repertoire selected for the class by the teacher.

For example:

- *Specific historical or cultural influences on the composer.*
- *Background information of the composer or arranger.*

MU 83- Suggested Teaching Timeline					
	<i>First Semester</i>				
	August	September	October	November	December
Rhythm and Meter (Identify and Perform)	Review counting system (1e+a) Triplet quarter and half notes Alla breve (cut time)	6/8 counting Syncopation	Asymmetrical meters depending on literature (5/8, 7/8, etc.)	—————→	
Ensemble Skills and Intonation Pitch, scales, and rudiments (Perform/ Demonstrate understanding)	Playing posture “Pyramid of Sound” Transpose from concert pitch to their instrument Unison, perfect 5th Chorale Studies Breathing exercises	Major Scales (F, Bb, Eb, Ab) from memory Chromatic Tuning with and without tuner Intervals	Major Scales (C, G, D, A) from memory Major chords and tendencies (make the third flat, etc.)	Major Scales (E, B, Gb, Db) from memory	All Major Scales from memory All Major Chords (root, 3 rd , and 5 th)
Percussion only (Demonstrate)	Paradiddle Flam Flam tap Mallet/stick selection	Tune timpani Proper tech. on aux instruments Mallet scales – same as winds	Tuning and cleaning drums Rudimental studies for snare drum	Introduce 4 mallet techniques (Stevens, Burton) Block chords	All Major Scales from memory All Major Chords (root, 3 rd , 5 th , and root 8va) – 4 mallets
Music Fundamentals (Identify and label)	Largo Andante Moderato Allegro	All repeat signs 1 st and 2 nd endings D.C. al fine/coda D.S. al fine/coda	Melody, harmony, and counter melody	All Major key signatures	Tempo/style markings as needed from literature
Dynamics (Identify and Demonstrate)	pp, p, mp, mf, f, ff	sfp, fp, and variations	Relative dynamics based on roles (melody, accomp, etc)	—————→	
Articulation (Identify and Demonstrate)	Tenuto, staccato, marcato, marcatissimo	Proper attacks, tapered releases	Proper attention to slurred vs. tongued passages	—————→	
Improvisation and Composition					

MU 83- Suggested Teaching Timeline

<i>Second Semester</i>					
	January	February	March	April	May
Rhythm and Meter (Identify and Perform)	Review counting system (1e+a)	—————→			
Ensemble Skills and Intonation	Advanced Breathing Exercises (Breathing Gym) Review Major Scales	Natural Minor Scales (C, F, Bb, Eb) from memory	Natural Minor Scales (G, D, A, E) from memory	Natural Minor Scales (Ab, Db, Gb, B) from memory	All Major and Minor Scales from memory
Percussion only (Demonstrate)	Review 4 mallet techniques, rolls, double stops	Minor Scales – same as winds Perc. Ensemble (enrichment)	Minor Scales – same as winds	Minor Scales – same as winds	All Major and Minor Scales from memory
Music Fundamentals (Identify and label)	—————→	Minor Key signatures	—————→		
Dynamics (Identify and Demonstrate)	pp, p, mp, mf, f, ff (while still maintaining balance and blend)	Adding dynamics to music when few exist	—————→		
Articulation (Identify and Demonstrate)	Attack and release	Adding articulations to music based on style	—————→		
Improvisation and Composition			Improvisation exercises (enrichment)	Compose and write out simple melodies within boundaries	—————→

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C1-PO 201 Singing their own instrumental parts within an ensemble.</p>	<p>PO 202 Singing their own instrumental parts in tune with appropriate articulation, phrasing and dynamics.</p> <p>PO 203 Singing rhythmic patterns of different meters.</p> <p>PO 204 Singing their own instrumental parts with good posture and with proper breath support.</p>	<ul style="list-style-type: none"> • Articulation • Phrasing • Dynamics • Meter • Rhythm • Posture • Support 	
<p>S1C2-PO 216 Playing together as an ensemble. (e.g., tempo, intonation, balance and blend).</p>	<p>PO 203 Playing solo and ensemble literature on grade level 2-3 on a scale of 1-6.</p> <p>PO 209 Playing exercise from memory at appropriate level.</p> <p>PO 210 Playing notated music at grade level 2-3 on a scale of 1-6.</p> <p>PO 212 Sight-reading repertoire accurately and expressively at one level below performance level.</p>	<ul style="list-style-type: none"> • Expressive • Genre <ul style="list-style-type: none"> Traditional Military Popular Folk • Interval • Melodic Patterns • Intervallic • Synchronized 	

Varsity Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 216 (cont.)</p>	<p>PO 213 Playing a varied repertoire from different genres at appropriate level (e.g., traditional, military, popular, folk.)</p> <p>PO 215 Playing independent parts while others play contrasting parts within an ensemble at grade level 2-3 on a scale of 1-6.</p> <p>PO 217 Playing by rote short rhythmic and/or melodic patterns in tempo.</p> <p>PO 218 Moving in a synchronized manner with music (e.g., hand clapping, foot tapping, marching).</p>		
<p>S1C2-PO 208 Playing, on pitch, in rhythm, with appropriate articulation, dynamics, and tempo.</p>	<p>PO 204 Identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter and sixteenth as well as other note and rest values encountered in the repertoire.</p>	<ul style="list-style-type: none"> • Major Scale • Octave • Music symbols • Embouchure • Tone • Intonation • Technique • Steady Beat 	

Varsity Band

Performance Groups

Students will demonstrate proficiency by:

Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 208 (cont.)</p>	<p>PO 205 Playing the Concert Ab, C, G, and D major scales one octave and a chromatic scale in the appropriate range.</p> <p>PO 206 Identifying and playing articulations and symbols as they occur in the repertoire.</p> <p>PO 207 Demonstrating how factors such as embouchure shape and tension, mouthpiece and reed selection, slide position, stick/mallet placement, and fingerings influences the intonation and tone quality and their instrument.</p> <p>PO 211 Playing repertoire accurately and with good breath control, tone quality, and technique at grade level 2-3 on a scale of 1-6.</p> <p>PO 214 Responding to basic conductor's cues (e.g., phrasing and expression).</p>		

Varsity Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 208 (cont.)</p>	<p>PO 219 Additionally for percussionists: playing the appropriate percussion rudiments appropriate to the repertoire encountered.</p> <p>PO 220 Tuning their own instrument using a tuner or other pitch reference.</p> <p>PO 221 Recognizing intonation within the ensemble.</p>		
<p>S1C3-PO 201 Playing improvised melodies within an appropriate harmonic structure for a minimum of 8 measures over an accompaniment within teacher specified guidelines.</p>	<p>PO 202 Playing melodic and rhythmic improvised accompaniments for a minimum of 8 measures within teacher specified guidelines.</p>	<ul style="list-style-type: none"> • Improvisation 	<p><i>Enrichment:</i> PO 201 and PO 202</p>
<p>S1C4-PO 201 Manipulating compositional elements of music (e.g., dynamics, tone color, tempo) to change the style and experience of the music.</p>	<p>PO 202 Creating short compositions for their own instrument or others, a minimum of 4 measures within teacher specified guidelines.</p>	<ul style="list-style-type: none"> • Composition • Tone color • Transpose • Arrange • Transcribe 	<p>Give students a theme and ask them to compose a variation on the theme. Introduce concepts such as augmentation and diminution to create simple variations.</p>

Varsity Band

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Students will demonstrate proficiency in by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
S1C4-PO 201 (cont.)	PO 203 Transposing/arranging/transcribing music within teacher specified guidelines.		
S1C5-PO 208 Describing and playing simple musical forms as encountered in the repertoire.	<p>PO 201 Identifying the key of other instruments within the ensemble in relation to concert pitch.</p> <p>PO 204 Playing expressively, on pitch and in rhythm, dynamic, phrasing, tempo markings, encountered in the repertoire.</p> <p>PO 206 Identifying intervals encountered in the repertoire.</p> <p>PO 207 Recognizing and playing key signatures and accidentals in the repertoire.</p>	<ul style="list-style-type: none"> • Key Signature • Concert pitch • Accidentals • Step • Skip • Leap • Repeated • Form 	
S1C5-PO 203 Explaining and applying the terms encountered in the repertoire.	PO 202 Explaining the difference between simple/compound and duple/triple.	<ul style="list-style-type: none"> • Time Signature 	

Varsity Band

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C5-PO 203 (cont.)</p>	<p>PO 205 Using appropriate terminology to describe and explain music encountered in the repertoire.</p>		
<p>S2C1-PO 205 Recognizing the connections between music and other content areas as encountered in the repertoire.</p>	<p>PO 201 Explaining the relationship between music and various functions/events (e.g., specific to content area).</p> <p>PO 202 Identifying how music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another).</p> <p>PO 203 Recognizing composers' motivations for creating the music being performed by the students.</p> <p>PO 204 Explaining and applying the relationship between rhythm and mathematics as it occurs in the repertoire.</p> <p>PO 207 Describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings).</p>	<ul style="list-style-type: none"> • Repertoire • Relationship 	

Varsity Band

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S2C1-PO 205 (cont.)</p>	<p>PO 208 Analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.</p> <p>PO 209 Recognizing acoustic properties as they affect the performers and the performance space.</p> <p>PO 210 Comparing how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry).</p>	<ul style="list-style-type: none"> Analyze Acoustic 	
<p>S2C2-PO 202 Identifying and comparing a varied repertoire of music from diverse genres and musical styles.</p>	<p>PO 201 Recognizing the origins and development of instrumental/vocal music.</p> <p>PO 203 Playing/singing a varied repertoire of music utilizing appropriate stylistic elements reflective of history and culture.</p>		

Varsity Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S2C2-PO 202 (cont.)</p>	<p>PO 204 Applying appropriate audience behavior in the context and style of music being performed.</p> <p>PO 205 Identifying and discussing the composers of the works being sung/played.</p> <p>PO 206 Identifying various roles of music in daily experiences.</p> <p>PO 207 Explaining and applying the musical characteristics that make a piece of music appropriate for a specific event or function.</p> <p>PO 208 Identifying and discussing the roles/careers musicians play in various societies.</p>		
<p>S2C3-PO 203 Describing the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).</p>	<p>PO 201 Describing their preference for specific musical works and styles.</p> <p>PO 202 Discussing the roles and impact music plays in their lives and the lives of others.</p>	<ul style="list-style-type: none"> • Origins • Reflective • Evaluate • Describe 	

Varsity Band

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
S2C3-PO 203 (cont.)	PO 204 Identifying, explaining, and distinguishing music preferences (I like it because.....) from music judgments (It is good because.....)		
S3C1-PO 212 Listening to musical examples with sustained attention.	<p>PO 203 Identifying the sounds of the instruments/voices specific to their ensemble.</p> <p>PO 204 Identifying instruments/voices by family/voice type.</p> <p>PO 209 Identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.</p> <p>PO 210 Identifying whether an instrument/voice is in tune by listening to a pitch reference.</p>	<ul style="list-style-type: none"> • Harmony • Texture 	
S3C1- PO 201 Listening to music from various cultures and genres.	PO 202 Identifying the musical characteristics that make a piece of music appropriate for a specific event.	<ul style="list-style-type: none"> • Musical characteristics • Elements • Vibrato 	

Varsity Band

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S3C1- PO 201 (cont.)</p>	<p>PO 207 Identifying the elements of music in the repertoire.</p> <p>PO 211 Identifying the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music.</p>		
<p>S3C1- PO 206 Using appropriate terminology to describe and explain music.</p>		<p>Terminology unique to repertoire selected by the teacher.</p>	
<p>S3C2- PO 202 Using teacher specified criteria to evaluate a musical performance.</p>	<p>PO 201 Identifying the characteristics that evoke a temperament or mood in a piece of music.</p> <p>PO 203 Showing respect for personal work and the work of others through appropriate critique.</p> <p>PO 204 Evaluating the effect of audience and performers' behavior on the performance.</p> <p>PO 205 Reflecting on the experience(s) of their performance and the performance of others.</p>		