

Symphonic Band

Performance Groups

Course #: MU 84

Course Name: Symphonic Band

Prerequisites: Teacher recommendation/audition

Symphonic Band provides opportunities for the skilled band student to play a wide range of musical forms and styles. Emphasis is placed on improving individual reading and performance skills. 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

Grade Level: 10-12

Level of Difficulty: Average - High

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

First Semester

	August	September	October	November	December
Rhythm and Meter (Identify and Perform)	Review counting system (1e+a) Review double/triple meters, asymmetrical meters	Rhythm counting worksheets	Sightreading advanced rhythms on instrument, clapping, speaking	—————→	
Ensemble Skills and Intonation Pitch, scales, and rudiments (Perform/ Demonstrate understanding)	“Pyramid of Sound” Chorale Studies Breathing exercises Chromatic – full range Review all major scales from memory	Review all natural minor scales from memory Altering embouchure or syllables (ta, ti, etc)	Full range major scales (C, F, Bb, Eb, Ab, Db) from memory Regional/All State music preparation Pitch tendencies	Full range major scales (G, D, A, E, B, Gb) from memory Regional/All State music preparation	Regional/All State music preparation
Percussion only (Demonstrate)	Mallet/stick selection Rudimental exercises Timpani tuning Mallet scales	Proper tech. on aux instruments Tuning and cleaning drums	4 mallet techniques (Stevens, Burton) Block chords	—————→	
Music Fundamentals (Identify and label)	All tempo markings (allegro, etc.) Musical forms	All repeat signs 1 st and 2 nd endings D.C. al fine/coda D.S. al fine/coda	Melody, harmony, and countermelody Major and minor key signatures	Tempo/style markings as needed from literature	
Dynamics (Identify and Demonstrate)	pp, p, mp, mf, f, ff Pyramid of Sound – within sections and instrument families	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) Review double/triple meters, asymmetrical meters	Sightreading advanced rhythms on instrument, clapping, speaking	_____	_____	_____→
Ensemble Skills and Intonation	Advanced Breathing Exercises (Breathing Gym) Review Major Scales	Pitch tendencies	_____	_____	_____→
Percussion only (Demonstrate)	Review 4 mallet techniques, rolls, double stops	Perc. Ensemble (enrichment)	_____	_____	_____→
Music Fundamentals (Identify and label)	Major and minor chords Diminished and augmented chords	Adding descriptive style/tempo markings when few or none exist	Extended chords (7 th chords, 9 th , 13 th , etc.) Altered chords	_____	_____→
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 301 Singing their own instrumental parts within an ensemble.</p>	<p>PO 302 Singing their own instrumental parts in tune with appropriate articulation, phrasing and dynamics.</p> <p>PO 303 Singing rhythmic patterns of different meters.</p> <p>PO 304 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 316 Playing together as an ensemble (e.g., tempo, intonation, balance, blend, and expression).</p>	<p>PO 303 Playing solo and ensemble literature on grade level 3-5 on a scale of 1-6.</p> <p>PO 309 Playing exercises/music from memory at appropriate level.</p> <p>PO 310 Playing notated music at grade level 3-5 on a scale of 1-6.</p> <p>PO 312 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 	

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 316 (cont.)</p>	<p>PO 313 Playing a varied repertoire from different genres at appropriate level from the standard repertoire.</p> <p>PO 315 Playing independent parts while others play contrasting parts within an ensemble at grade level 3-5 on a scale of 1-6.</p> <p>PO 317 Playing by rote medium length rhythmic and/or melodic patterns in tempo.</p> <p>PO 318 Moving in a synchronized manner with music (e.g., hand clapping, foot tapping, marching).</p>		
<p>S1C2-PO 308 Playing expressively, on pitch, in rhythm, with appropriate articulation, dynamics, phrasing, and tempo.</p>	<p>PO 304 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 	

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:

Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 308 (cont.)</p>	<p>PO 305 Playing scale structures appropriate to the repertoire encountered for full practical range.</p> <p>PO 306 Identifying and playing articulations and symbols as they occur in the repertoire.</p> <p>PO 307 Demonstrating how factors such as embouchure shape and tension, mouthpiece and reed selection, slide position, stick/mallet placement, and fingerings influence the intonation and tone quality and their instrument.</p> <p>PO 311 Playing repertoire accurately and with good breath control, tone quality, and technique at grade level 3-5 on a scale of 1-6.</p> <p>PO 314 Responding to basic conductor's cues (e.g., style, expression, and part cueing).</p>		

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 308 (cont.)</p>	<p>PO 319 Additionally for percussionists: playing the appropriate percussion rudiments appropriate to the repertoire encountered.</p> <p>PO 320 Adjusting appropriately to inherent intonation tendencies of their own instrument.</p> <p>PO 321 Recognizing intonation within the ensemble and responding appropriately.</p>		
<p>S1C3-PO 301 Playing complex improvised melodies within an appropriate harmonic structure, with expression, for a minimum of 12 measures over chord progression.</p>	<p>PO 302 Playing melodic and rhythmic improvised accompaniments for a minimum of 12 measures within teacher specified guidelines.</p>	<ul style="list-style-type: none"> Improvisation 	<p><i>Enrichment:</i> PO 301 and PO 302</p>
<p>S1C4-PO 301 Analyzing the compositional and stylistic elements that differentiate various musical genres.</p>	<p>PO 302 Creating short compositions for duet or small ensemble, a minimum of 8 measures within teacher specified guidelines.</p>	<ul style="list-style-type: none"> Composition Tone color Transpose Arrange Transcribe 	<p>Example: 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>

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
S1C4-PO 301 (cont.)	PO 303 Transposing/arranging/transcribing music within teacher specified guidelines.		
S1C5-PO 308 Describing and playing simple musical forms as encountered in the repertoire.	<p>PO 302 Explaining various asymmetrical meters.</p> <p>PO 304 Playing expressively, on pitch and in rhythm, dynamic, phrasing, tempo markings, encountered in the repertoire.</p> <p>PO 306 Identifying intervals encountered in the repertoire.</p> <p>PO 307 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 303 Explaining and applying the terms encountered in the repertoire.	PO 305 Using appropriate terminology to describe and explain music encountered in the repertoire.		

Symphonic Band

Performance Groups

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Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S2C1-PO 305 Recognizing the connections between music and other content areas as encountered in the repertoire.</p>	<p>PO 301 Analyzing the relationship between music and various functions/events (e.g., specific to content area).</p> <p>PO 302 Explaining how music can be transcribed from one music medium to another. (e.g., one instrument to another, one ensemble to another.)</p> <p>PO 303 Recognizing composers' motivations for creating the music being performed by the students.</p> <p>PO 304 Explaining and applying the relationship between rhythm and mathematics as it occurs in the repertoire.</p> <p>PO 307 Describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).</p> <p>PO 308 Analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.</p>	<ul style="list-style-type: none"> • Repertoire • Relationship 	

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S2C1-PO 305 (cont.)</p>	<p>PO 309 Adjusting to acoustic properties as they effect the performers and the performance space.</p> <p>PO 310 Analyzing 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 302 Identifying and comparing a varied repertoire of music from diverse genres and musical styles.</p>	<p>PO 301 Recognizing the origins and development of instrumental/vocal music.</p> <p>PO 303 Playing/singing a varied repertoire of music utilizing appropriate stylistic elements reflective of history and culture.</p> <p>PO 304 Applying appropriate audience behavior in the context and style of music being performed.</p>		

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S2C2-PO 302 (cont.)</p>	<p>PO 305 Identifying and discussing the composers of the works being sung/played.</p> <p>PO 306 Identifying various roles of music in daily experiences.</p> <p>PO 307 Explaining and applying the musical characteristics that make a piece of music appropriate for a specific event or function.</p> <p>PO 308 Identifying and discussing the roles/careers musicians play in various societies and investigate opportunities for life long participation in music.</p>		
<p>S2C3-PO 303 Describing the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).</p>	<p>PO 301 Describing specific musical characteristics that influence their preference of specific musical works and styles.</p> <p>PO 302 Reflecting 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 	

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S2C3-PO 303 (cont.)</p>	<p>PO 304 Distinguish music preferences (I like it because.....) from music judgments (It is good because.....) from cultural judgments (It is important because.....)</p>		
<p>S3C1-PO 312 Listening to musical examples with sustained attention.</p>	<p>PO 305 Comparing/contrasting the performance of a solo/ensemble in relation to the genre or style performed.</p> <p>PO 308 Comparing and analyzing multiple interpretations of the same piece of music.</p> <p>PO 309 Analyzing their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.</p> <p>PO 310 Determining whether the instrument/voice is sharp, flat, or in tune by listening to a pitch reference/ensemble.</p>	<ul style="list-style-type: none"> • Harmony • Texture 	

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:

Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S3C1- PO 301 Analyzing music from various cultures and genres.</p>	<p>PO 302 Describing and analyzing the musical characteristics that make a piece of music appropriate for a specific event.</p> <p>PO 311 Analyzing the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music used to create different moods or feelings.</p>	<ul style="list-style-type: none"> • Musical Characteristics • Elements • Vibrato 	
<p>S3C1- PO 306 Using appropriate terminology to describe and explain music.</p>	<p>PO 307 Identifying and explaining the elements of music in the repertoire.</p>	<p>Terminology unique to repertoire selected by the teacher.</p>	
<p>S3C2- PO 302 Using student specified criteria to evaluate a musical performance.</p>	<p>PO 301 Analyzing the characteristics that evoke a temperament or mood in a piece of music.</p> <p>PO 303 Showing respect for personal work and the work of others through appropriate critique.</p> <p>PO 304 Evaluating the effect of audience and performers' behavior on the performance.</p>		

Symphonic Band

Performance Groups

Students will demonstrate proficiency by:

Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S3C2- PO 302 (cont.)</p>	<p>PO 305 Reflecting on the experience(s) of their performance and the performance of others.</p>		