

**San Mateo Union High School District
Course of Study**

Marching Band

Course Description

UC/CSU “a-g” Subject Area: Visual and Performing Arts

B. Grade Level: 9-12

C. Credits: 10

D. Pre-Requisites:

Consent of Instructor

E. Course Description

Marching Band is a four-year co-educational program that provides students the opportunity to develop musical, physical and social skills. Musical emphasis is on the study of rhythm, dynamics, phrasing, interpretation, intonation and tone quality. Motor training emphasizes physical fitness (including muscular strength and endurance) as well as the development of collaboration and team spirit. Social awareness includes the development of a cohesive team whose individual players are contributing to something much larger than themselves. The sections of Marching Band include but are not limited to Drum Major, Drumline and Color Guard in addition to woodwinds and brass. While learning techniques of rehearsal and performance, the students analyze compositional elements in cultural and historical context, gaining a deeper aesthetic understanding of music. The performance schedule will require a time commitment outside the regular school day. This course is aligned with the *California Content Standards for Music- Grades 9-12 Proficient* and some of the *California Content Standards for Physical Education - Grades 9-12*.

II. Course Purpose: Goals and Student Outcomes

Students will:
addressed:

Content Standards

Recognize, notate, identify and analyze essential elements of music using appropriate skills and terminology.	1.0 Artistic Perception 2.0 Creative Expression
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<p>Synthesize and apply learned skills and knowledge in performing a varied repertoire of music while marching.</p>	<p>2.0 Creative Expression 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing 5.0 Connections, Relationships Applications</p>
<p>Demonstrate knowledge and understanding of music from a variety of cultures and historical contexts. They analyze the role of music in past and present cultures throughout the world.</p>	<p>1.0 Artistic Perception 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing</p>
<p>Critically assess, respond to, and find meaning in the aesthetic dimensions of a musical work using language unique to music.</p>	<p>1.0 Artistic Perception 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing</p>
<p>Apply what they learn in music across the curricula through oral expression. They learn about careers in and related to music.</p>	<p>1.0 Artistic Perception 5.0 Connections, Relationships, Applications</p>
<p>Develop and apply habits and behaviors appropriate in individual and group settings. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.</p>	<p>5.0 Connections, Relationships, Applications</p>
<p>7. Perform advanced musical literature from various areas of musical history.</p>	<p>2.0 Creative Expression 3.0 Historical and Cultural Context</p>

<p>8. Perform advanced marching techniques in field shows and parades.</p>	<p>1.0 Artistic Perception 2.0 Creative Expression (Physical Education) 1.0 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities 2.0 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies. 3.0 Students demonstrate knowledge of psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity.</p>
<p>9. Demonstrate advanced rehearsal and performance techniques (e.g. proper posture, rehearsal etiquette, etc.).</p>	<p>2.0 Creative Expression</p>
<p>10. Analyze and assess music in a cultural and historical context, enriching a sense of this literature.</p>	<p>3.0 Historical and Cultural Context 4.0 Aesthetic Valuing 5.0 Connections, Relationships, Applications</p>
<p>11. Reflect upon and assess the characteristics and merits of outside community musical performances.</p>	<p>1.0 Artistic Perception 4.0 Aesthetic Valuing 5.0 Connections, Relationships, Applications</p>
<p>12. Know how to successfully prepare for and perform in auditions.</p>	<p>1.0 Artistic Perception 2.0 Creative Expression 5.0 Connections, Relationships, Applications</p>

III. Course Outline

Fall Semester Outline

A. Techniques of Ensemble Playing

California Content Standards for Music Grades 9-12 Proficient addressed:

1.0 Artistic Perception (1.3, 1.5)

2.0 Creative Expression (2.4, 2.5)

3.0 Historical and Cultural Context (3.1, 3.3)

4.0 Aesthetic Valuing (4.1)

5.0 Connections, Relationships, Applications (5.1)

- A. Posture
- B. Air Control and Support
- C. Tone
- D. Intonation
- E. Balance and Blend
- F. Articulations
- G. Dynamics
- H. Phrasing
- I. Musical Sensitivity
- J. Musical Expression
- K. Interpretation
- L. Sight-Reading

B. Fundamentals of Music Theory

California Content Standards for Music Grades 9-12 Proficient addressed:

1.0 Artistic Perception (1.1, 1.4, 1.5)

3.0 Historical and Cultural Context (3.1)

4.0 Aesthetic Valuing (4.1, 4.4)

- A. Reinforcement of rhythm and rhythmic patterns
- B. Meter
- C. Key Signatures
- D. Scales and Triads
- F. Vocabulary

C. Music and Marching Techniques

California Content Standards for Music Grades 9-12 Proficient addressed:

Artistic Perception (1.4, 1.5, 1.6)

Creative Expression (2.4, 2.5)

3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.5)

4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)

5.0 Connections, Relationships, Applications (5.1)

California Content Standards for Physical Education – Correlation with Marching Band Grades 9-12

1.0 Knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities (1.1, 1.2, 1.6, 1.7, 1.12)

2.0 Level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies (2.1, 2.3, 2.4, 2.9)

3.0 Knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and

performance of physical activity (3.5, 3.6, 3.7, 3.8, 3.9)

- A. Musical Concepts
 - 1. Read and perform music accurately.
 - 2. Describe how the elements of music and standard notation symbols are used.
- B. Musical Sensitivities
 - 1. Listen to and analyze music critically, using the vocabulary and language of music
- C. Motor Concepts
 - 1. Be physically educated and master the necessary movement skill to participate confidently in different forms of marching and field show performances; value physical fitness and understand that physical activities and fitness are integral to health and well being.
 - 2. Demonstrate physical stamina by marching on parade routes up to three miles long.
 - 3. Develop strength and lung capacity to carry percussion instruments and play and carry wind instruments.
 - 4. Practice and perform marching techniques for parades and band revues.
 - 5. Participate in the choreography and performance of field show by interpreting music with movement.

D. Field Show

California Content Standards for Music Grades 9-12 Proficient addressed:

- 1.0 Artistic Perception (1.1, 1.2)**
- 2.0 Creative Expression (2.4, 2.5)**
- 3.0 Historical and Cultural Context (3.4)**
- 4.0 Aesthetic Valuing (4.1, 4.2)**
- 5.0 Connections, Relationships, Applications (5.1)**

California Content Standards for Physical Education – Correlation with Marching Band Grades 9-12

- 1.0 Knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities (1.1, 1.2, 1.6, 1.7, 1.12)**
- 2.0 Level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies (2.1, 2.3, 2.4, 2.9)**

Knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity (3.5, 3.6, 3.7, 3.8, 3.9)

- A. Culmination of marching techniques and musical performance

E. Winter Concert

California Content Standards for Music Grades 9-12 Proficient addressed:

- 1.0 Artistic Perception (1.1, 1.2)**
- 2.0 Creative Expression (2.4, 2.5)**
- 3.0 Historical and Cultural Context (3.4)**

A. Final Performance

- 1. Cumulative application of content studied during semester

Spring Semester Outline
(focus on Concert Band)

F. Advanced Techniques of Ensemble Playing

California Content Standards for Music Grades 9-12 Proficient addressed:

- 1.0 Artistic Perception (1.2, 1.3, 1.5)**
- 2.0 Creative Expression (2.4, 2.5, 2.9, 2.10)**
- 3.0 Historical and Cultural Context (3.1, 3.3)**
- 5.0 Connections, Relationships, Applications (5.1)**

- A. Balance/Blend
- B. Advanced Phrasing
- C. Musical Sensitivity
- D. Musical Expression
- E. Interpretation
- F. Sight-Reading
- G. Transposition

G. Advanced Techniques of Music Theory

California Content Standards for Music Grades 9-12 Proficient addressed:

- 1.0 Artistic Perception (1.1, 1.4, 1.5, 1.6)**
- 2.0 Creative Expression (2.4, 2.6, 2.7, 2.9)**
- 3.0 Historical and Cultural Context (3.1, 3.3, 3.4, 3.5)**
- 4.0 Aesthetic Valuing (4.1, 4.3, 4.4)**

- A. Musical Styles
- B. Form
- C. Historical or Contemporary Connections
- D. Extended Harmony
- E. Dictation
- F. Composition

H. Performance Review

California Content Standards for Music Grades 9-12 Proficient addressed:

- 1.0 Artistic Perception (1.4, 1.5, 1.6)**
- 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.5)**
- 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)**
- 5.0 Connections, Relationships, Applications (5.1)**

A. Live and/or recorded musical performances

1. Reflection
2. Assessment

I. Spring Concert

California Content Standards for Music Grades 9-12 Proficient addressed:
Artistic Perception (1.1, 1.2)
Creative Expression (2.4, 2.5)
Historical and Cultural Context (3.4)

Final Performance

Cumulative application of content studied during semester

J. Historical and Cultural Context

California Content Standards for Music Grades 9-12 Proficient addressed:
3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)

Analysis of varied repertoire of music, representing diverse genres and cultures
Identification of cultural differences in describing and evaluating traditional music
Understanding of the relationship of music to history and culture.
History and development of marches and marching bands focusing on American marches (Sousa, King, et. al.) and their European counterparts.
Study of the development of the American Field Show from colleges and universities through dedicated Drum and Bugle Corps (Blue Devils, Vanguard, etc.)

IV. Key Assignments

Winter and Spring Concerts

California Content Standards for Music Grades 9-12 Proficient addressed:
1.0 Artistic Perception (1.1, 1.2)
2.0 Creative Expression (2.4, 2.5)
3.0 Historical and Cultural Context (3.4)

Students will demonstrate application of cumulative study through both semesters by performing music of various historical and cultural contexts for a live audience. They will perform using proper playing techniques while being expressive and creative. Students and conductor must respond instantly to changes of volume, speed, and acoustics during the performance.

Adjudicated Band Reviews

California Content Standards for Music Grades 9-12 Proficient addressed:

- 1.0 Artistic Perception (1.1, 1.2)**
- 2.0 Creative Expression (2.4, 2.5)**
- 3.0 Historical and Cultural Context (3.4)**
- 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)**
- 5.0 Connections, Relationships, Applications (5.1)**

Students will demonstrate application of cumulative study through both semesters by performing music of various historical and cultural contexts for a live audience. They will perform using proper playing techniques while being expressive and creative. Students and conductor must respond instantly to changes of volume, speed, and acoustics during the performance. Students will be evaluated by adjudicators not affiliated with the district who will give feedback and offer musical solutions to continually develop the band's growth. Students will also have the opportunity to listen to and watch many other marching bands performing at various levels and will assess what they hear and see, based on their own musical experiences.

Field Show

California Content Standards for Music Grades 9-12 Proficient addressed:

- 1.0 Artistic Perception (1.1, 1.2)**
- 2.0 Creative Expression (2.4, 2.5)**
- 3.0 Historical and Cultural Context (3.4)**
- 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)**
- 5.0 Connections, Relationships, Applications (5.1)**

California Content Standards for Physical Education Grades 9-12

Addressed:

- 1.0 Knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities (1.1, 1.2, 1.6, 1.7, 1.12)**
- 2.0 Level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies (2.1, 2.3, 2.4, 2.9)**
- 3.0 Knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity (3.5, 3.6, 3.7, 3.8, 3.9)**

Students will demonstrate application of cumulative rehearsals in the performance of the field show. They will collaborate with other members of the ensemble to produce a pleasing performance on a varied repertoire of instrumental literature, including music played from memory. They will gain greater appreciation of quality by presenting a total visual and musical performance before a demanding audience.

Sectional Rehearsals

California Content Standards for Music Grades 9-12 Proficient addressed:

- 1.0 Artistic Perception (1.1, 1.2)**
- 2.0 Creative Expression (2.4, 2.5)**
- 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)**

Students will establish self-discipline through rigorous rehearsal technique. They will develop and maintain a positive self image and will achieve self-realization. They will exercise the discipline of waking up and organizing so that they can arrive at school for a zero period class. They will practice their instruments individually and collectively. Students will practice rigorous drill in marching and field show exercises. They will demonstrate critical thinking as they evaluate video tapes of their practice and performance using performance rating scales in self-evaluation and peer-evaluation.

Musical Performance Tests

Students will be evaluated by the SMUHSD Performing Arts Common Assessment Rubric (Music Performance) – see below.

Marching Band Impact Project

Students will compile a report on a specific marching band and share it's history, development, social and aesthetic impact of a specific performance.

V. Instructional Methods and/or Strategies

Most instruction happens non-verbally through conducting, aural examination, body language and eye contact while performing. Additional instruction will be delivered through conventional instructional materials and teaching strategies:

- A. Lectures
- B. Demonstrations
- C. PowerPoint or slide lectures
- D. Instructional videos
- E. Guest performers and clinicians
- F. Observation
- G. Peer instruction
- H. Sectionals

VI. Assessment Methods and/or Tools

Most assessment happens instantaneously during rehearsal. Directors must quickly determine what is happening during ensemble playing and marching drills. They must react non-verbally to show appropriate solutions. Additionally, student progress will be assessed using various assessment

methods:

- A. District Music Common Assessment Rubric
- B. In-class and recorded playing tests
- C. Peer reviews
- D. Self-reflections
- E. Group critiques
- F. Observation
- G. Video recording
- G. Adjudicator comments

VII. Textbook(s) and Supplemental Instructional Materials

There is no textbook. Supplemental instructional materials include teacher's selection of resources and other related materials.

Essentials of Music Theory, Alfred Publishing Co., Inc.

Multicultural Perspectives in Music Education, Music Educator's National Conference

Aesthetics: Dimensions for Music Education, National Education Association

Teaching Music through Performance in Band, GIA Publications Inc.

SMUHSD PERFORMING ARTS COMMON ASSESSMENT RUBRIC

Marching Band Course Description 2010

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