

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

Symphonic Band

Course Description

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

B. Grade Level: 10-12

C. Credits: 10

D. Pre-Requisites:

1. Ability to read music

2. At least one year of performing in Concert Band or approval of instructor

E. Course Description

The Symphonic Band is the second tier ensemble for advancing level instrumental musicians, comprised mainly of, but not limited to, sophomores, juniors, and seniors. The Symphonic Band will perform grade 3-5 music from the repertoire of band literature from various eras of musical history including: Baroque, Classical, Romantic, Neo-Classical, Twentieth Century and Contemporary. While learning the 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 Advanced*.

II. Course Purpose: Goals and Student Outcomes

Students will:

Standards addressed:

Recognize, notate, identify and analyze essential elements of music using appropriate skills and terminology.	1.0 Artistic Perception 2.0 Creative Expression
Synthesize and apply learned skills and knowledge in performing a varied repertoire of music. They compose, arrange and improvise music using state-of-the-art technology when appropriate.	2.0 Creative Expression

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.	1.0 Artistic Perception 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing
Critically assess, respond to, and find meaning in the aesthetic dimensions of a musical work using language unique to music.	1.0 Artistic Perception 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing
Apply what they learn in music across the curricula through written and oral expression. They learn about careers in and related to music.	1.0 Artistic Perception 5.0 Connections, Relationships, Applications
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.	5.0 Connections, Relationships, Applications
7. Perform advanced musical literature from various areas of musical history.	2.0 Creative Expression 3.0 Historical and Cultural Context
8. Demonstrate advanced rehearsal and performance techniques (e.g. proper posture, rehearsal etiquette, etc.).	2.0 Creative Expression
9. Reflect upon and assess the characteristics and merits of outside community musical performances.	1.0 Artistic Perception 4.0 Aesthetic Valuing 5.0 Connections, Relationships, Applications
10. Know how to successfully prepare for and perform in auditions.	1.0 Artistic Perception 2.0 Creative Expression 5.0 Connections, Relationships, Applications

III. Course Outline

Fall Semester Outline

Review of the Elements of Music

California Content Standards for the Visual Arts Grades 9-12 Advanced
Artistic Perception (1.4, 1.5, 1.6)

5.0 Connections, Relationships, Applications (5.1)

1. Melody
2. Harmony
3. Texture
4. Timbre
5. Form
6. Dynamics
7. Tempo
8. Rhythm
9. Aesthetics

Review of Fundamentals of Ensemble Playing

California Content Standards for the Visual Arts Grades 9-12 Advanced

2.0 Creative Expression (2.4, 2.5)

Posture

Air Control and Support

Tone

Intonation

Balance and Blend

Articulations

Phrasing

C. Intermediate Techniques of Ensemble Playing

California Content Standards for the Visual Arts Grades 9-12 Advanced

1.0 Artistic Perception (1.3, 1.5)

2.0 Creative Expression (2.4, 2.5)

5.0 Connections, Relationships, Applications (5.1)

Balance and Blend

Advanced Phrasing

Musical Sensitivity

Musical Expression

Interpretation

Sight Reading

D. Review of Fundamentals of Music Theory

California Content Standards for the Visual Arts Grades 9-12 Advanced:

1.0 Artistic Perception (1.1, 1.4, 1.5)

3.0 Historical and Cultural Context (3.1, 3.3, 3.4, 3.6)

4.0 Aesthetic Valuing (4.1)

Reinforcement of rhythm and rhythmic patterns

Meter

Key Signatures

Scales and Triads

Vocabulary

Analysis of musical elements that contribute to different musical styles and genres.

Analysis of musical elements that contribute to various aesthetic dimensions in selected works.

E. Performance Review

Content Standards for the Visual Arts Grades 9-12 Advanced

1.0 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)

Live and/or recorded musical performances from a variety of genres

1. Reflection on the musical elements used in the pieces, comparing works from different cultures and time periods.
2. Assessment
3. Performance of selected pieces from specific cultures with an explanation of how and why people in those cultures respond to the selected musical work.

F. Fall Concert

California Content Standards for the Visual Arts Grades 9-12 Advanced:

Artistic Perception (1.1, 1.2)

Creative Expression (2.4, 2.5)

Historical and Cultural Context (3.4)

Final Performance

Preparation for and participation in the Fall Concert which is a cumulative application of content studied during the fall semester

Spring Semester Outline

G. Advanced Techniques of Ensemble Playing

California Content Standards for the Visual Arts Grades 9-12 Advanced:

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)

1. Balance/Blend
2. Advanced Phrasing
3. Musical Sensitivity
4. Musical Expression
5. Interpretation
6. Sight-Reading
7. Transposition
8. Improvisation

Students will develop great skills using the musical elements to express thoughts and emotions and the notation skills to read and write musical compositions. Students will also learn about ways that music has been used throughout history to unite communities, inspire action, and convey important ideas.

H. Developing Techniques of Music Theory

California Content Standards for the Visual Arts Grades 9-12 Advanced:

1.0 Artistic Perception (1.1, 1.4, 1.5, 1.6)

2.0 Creative Expression (2.4, 2.6, 2.7, 2.8)

3.0 Historical and Cultural Context (3.1, 3.3, 3.4, 3.5)

4.0 Aesthetic Valuing (4.1, 4.3, 4.4)

1. Musical Styles
2. Form
3. Extended Harmony
4. Dictation
5. Composition Assignment

I. Historical, Cultural and Aesthetic Dimensions in Music

California Content Standards for the Visual Arts Grades 9-12 Advanced:

3.0 Historical and Cultural Context (3.2, 3.6, 3.7, 3.8)

4.0 Aesthetic Perception (4.2, 4.3)

Students will reflect both verbally and in writing on the historical, cultural and aesthetic dimensions of selected pieces using the appropriate musical terminology:

Discuss the importance of a composer in light of the time/culture/historical events in which s/he lived, focusing on the contribution of the composer to the time period instead of how history impacted the composer.

Analyze music genres/styles that show influence/synthesis of different cultural traditions

Analyze a composer's use of musical elements and how they evoke emotional responses

Discuss the evolution of musical styles as we look at the development of musical instruments over time, the impact of cultural and historic changes, and technology on the creation and distribution of music.

Identify and analyze the emotional responses elicited from a musical work

Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures

Identify, describe and relate the aesthetic dimensions of musical works in various ways

J. Performance Review

California Content Standards for the Visual Arts Grades 9-12 Advanced:

1.0 Artistic Perception (1.4, 1.5, 1.6)

2.0 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)

Live and/or recorded musical performances

1. Reflection
2. Assessment
3. Students will perform as soloists and in small ensembles demonstrating the different musical approaches required of each, and will compare and contrast to performing with a larger ensemble.

K. Spring Concert

California Content Standards for the Visual Arts Grades 9-12 Advanced:

Artistic Perception (1.1, 1.2)

Creative Expression (2.4, 2.5)

Historical and Cultural Context (3.4)

Final Performance

Preparation for and participation in the Spring Concert which is a

cumulative application of content studied during the spring semester

IV. Key Assignments

Individual Performance Tests

Individual Students will perform as soloists and be assessed using the SMUHSD Performance rubric (attached)

Music Journal Prompts

Students will write responses to various standards-based questions in a music journal that will include lecture and music theory notes.

Aesthetics in Music Project

Students will complete an art project that is based on a particular piece of music of their choice and relate the aesthetic dimensions of that piece in unique, creative ways using various media in art and literature. (rubric attached)

Composition Assignment

Students will be given the parameters to compose a short piece that demonstrates their grasp of music theory. (rubric attached)

Fall and Spring Concerts

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 will perform as both musicians and conductors who must respond instantly to changes of volume, speed, and acoustics during the performance.

Band Festival

Students will perform at a Band Festival and will be evaluated by three 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 many other bands performing at various levels and will assess what they hear, based on their own musical experiences.

V. Instructional Methods and/or Strategies

Most instruction is delivered via musical rehearsals; through conducting, aural examination, and discussion. Additional instruction is delivered through conventional instructional materials and teaching strategies:

- A. Lectures and demonstrations
- B. PowerPoint or slide presentations
- C. Instructional videos
- D. Guest performers and clinicians
- E. Peer instruction
- F. Sectionals

VI. Assessment Methods and/or Tools

Student progress will be assessed using various assessment methods:

- A. District Music Individual Performance Rubric (attached)
- B. In-class and recorded playing tests
- C. Peer reviews
- D. Self-reflections
- E. Group critiques
- F. Theory Quizzes

VII. Textbook(s) and Supplemental Instructional Materials

Foundations for Superior Performance by Richard Williams and Jeff King,
Neil Kjos Publishing

42 Chorales for Band by Philip Gordon, Bourne Co. Publishing

204 Sight-Reading Tunes by Roger Winslow, Harold Gore Publishing

40 Rhythmical Studies by Grover Yaus, Alfred Publishing

Sheet Music and Band Literature

SMUHSD PERFORMING ARTS COMMON ASSESSMENT RUBRIC