

Music: PCHS Band

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| <p>Content Standard #6 Each student will have acquired basic Music understandings and proficiencies.</p> |
| <p>Standard #6.1 Expression of Music</p> |
| <p>Standard #6.2 Creation of Music</p> |
| <p>Standard #6.3 Theory of Music</p> |
| <p>Standard #6.4 Aesthetic Valuation of Music</p> |

Description

The PCHS Band is comprised of students interested in music. Students must be proficient on an accepted band instrument. Band will explore multiple genres of music, including, but not limited to, marching and pep music, jazz, big band, and concert repertoire. The workload is heavy and the rehearsals are rigorous. The band will participate in extra-curricular performances throughout the year. Some of these will be pep rallies, football games, basketball games, graduation, parades and any other functions requested by the school.

Time Allocation
90 minutes per day for one semester

Resources
Foundations for Superior Performance: Warm-ups & Techniques for Band, Kjos Publishing, 1997
 Performances: Football games
 Spring Musical

Assessments
Formative
 Weekly playing quiz
 Weekly theory quiz
 Mid-term exam
Summative
 Final exam
 Concerts
 Marching band performances

Grades and Achievement Levels
 Grades are based on completion of assignments and quality of work. Each student also receives a rating that shows the student's achievement performance level on the economics standard. The rating is based upon the student's attainment of course expectations.

Essential Concepts: PCHS Band

| <p>#6.1 Expression of Music</p> | <p>#6.2 Creation of Music</p> | <p>#6.3 Theory of Music</p> | <p>#6.4 Aesthetic Valuation of Music</p> |
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| <ul style="list-style-type: none"> • Performance of music accurately and expressively, demonstrating self-evaluation and personal interpretation on band literature, scales and exercises • Performance of music accurately and expressively at the first reading on beginning band literature • Appropriate participation as an ensemble member while performing band literature • Demonstration of instrumental performance skill sets appropriate for postsecondary pursuits | <ul style="list-style-type: none"> • Improvisation of a stylistically appropriate instrumental solo over a given harmonic progression • Composition of complex music in several distinct styles • Arranging selections for voices and/or instruments other than those for which they were written | <ul style="list-style-type: none"> • Interpretation of musical elements and ideas • Classification of music by genre, style, historical period or culture • Evaluation of music using critical, informed analysis | <ul style="list-style-type: none"> • Practicing appropriate behavior during cultural activities • Evaluation of the quality and effectiveness of musical performances by themselves and others • Development of criteria-based aesthetic judgment of the artistic process and products in music • Researching musical resources for continued musical growth and professional development |

Expectations: PCHS Band

| <p>#6.1 Expression of Music</p> | <p>#6.2 Creation of Music</p> | <p>#6.3 Theory of Music</p> | <p>#6.4 Aesthetic Valuation of Music</p> |
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| <ol style="list-style-type: none"> 1. Incorporated all musical symbols, tempo indications, expressive indications, and technical indications, while maintaining consistent tone quality, intonation, balance, blend, and phrasing 2. Demonstrated advanced techniques 3. Interpreted nontraditional notation symbols 4. Selected appropriate literature for performance (for solo or small ensemble) 5. Described and defended of interpretive judgments 6. Explained how self-evaluation has strengthened the performance during the course of preparation 7. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications, while maintaining consistent tone quality, intonation, balance, blend, and phrasing | <ol style="list-style-type: none"> 1. Played individually or in ensembles, employing appropriate harmonic and non-harmonic tones in relationship to chords 2. Played in rhythmically appropriate style (such as swing eighth notes if playing bebop style) 3. Played extended cohesive musical ideas, not fragments, paced and shaped appropriately according to length of given solo 4. Varied musical material when re-approaching same harmonic progressions (improvises rather than composes) 5. Composed music incorporating appropriate voicing and ranges 6. Used a variety of sounds, notational, and technological sources to compose music 7. Notated original musical ideas using traditional notation with a variety of clefs 8. Notated original musical ideas using nontraditional notation, as appropriate | <ol style="list-style-type: none"> 1. Identified musical elements in written form 2. Described the uses of elements of music and expressive devices with appropriate musical vocabulary 3. Classified and described unfamiliar but representative aural examples of music from a given musical genre and explained the reasoning for the classification (such as rock, jazz, classical) 4. Classified and described unfamiliar but representative aural examples of music from a given musical style and explained the reasoning for the classification (classical or baroque, bebop or swing) 5. Classified and described unfamiliar but representative aural examples of music from a given musical/historical period and explained the reasoning for the classification (renaissance or baroque, '80s pop or '50s rock) | <ol style="list-style-type: none"> 1. Demonstrated and showed respect for the music preferences of others 2. Articulated and demonstrated appropriate audience behavior in various kinds of musical performance and music-related events 3. Applied specific criteria from similar or exemplary models in evaluating music by others or themselves 4. Read and understood professional critiques of musical works and performances 5. Developed criteria for making informed aesthetic (personal) judgments about music 6. Made and defended informed aesthetic (personal) judgments based on the criteria developed 7. Discussed, with some understanding, of the ideas of aesthetic qualities and aesthetic appreciation |

Expectations: PCHS Band

| <p>#6.1 Expression of Music</p> | <p>#6.2 Creation of Music</p> | <p>#6.3 Theory of Music</p> | <p>#6.4 Aesthetic Valuation of Music</p> |
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| <ul style="list-style-type: none"> 8. Interpreted nontraditional notation symbols 9. Adjusted tempo, dynamics, and expression, according to the conductor 10. Adjusted tempo, dynamics, and expression according to other members of the ensemble 11. Identified all major and relative minor scales and arpeggios 12. Identified augmented or diminished triads, starting on any given pitch 13. Produced a characteristic tone | <ul style="list-style-type: none"> 9. Arranged music incorporating appropriate voicing and ranges 10. Used a variety of sound, notational, and technological sources to arrange music 11. Notated arranged musical ideas using traditional notation with a variety of clefs 12. Notated arranged musical ideas using nontraditional notation, as appropriate | <ul style="list-style-type: none"> 6. Classified and described unfamiliar but representative aural examples of music from a given culture and explained the reasoning for the classification (Indonesian Gamelan or Japanese Koto) 7. Identified basic elements of written examples of music using appropriate musical vocabulary 8. Applied specific criteria from similar or exemplary models in evaluating music of compositions, arrangements, and improvisations | <ul style="list-style-type: none"> 8. Articulated pathways to further musical education including but not limited to higher education, music production, music business, song-writing, community institutions, music-making with others (interpersonal/friends), personal music-making, and music in everyday life 9. Articulated career pathways that encourage musical and artistic qualities for success |