

Orange Unified School District
HIGH SCHOOL WIND ENSEMBLE
Year Course

GRADE LEVEL: 9-12

PREREQUISITES: Advanced knowledge of instrument and approval by the instructor.

INTRODUCTION TO THE SUBJECT:

This course is designed to improve the skills of the school's most advanced wind and percussion players. There will be many opportunities for performance, and the detailed study of a broad spectrum of musical literature, stylistic interpretation, and technical proficiency will be emphasized. This course includes elements of stylistic interpretation, refining intonation skills, a broad spectrum of literature, and direction in advanced technique for each instrument. Performance is a required part of successful completion of this course.

COURSE CONTEXT:

This class is designed as an advanced level class to prepare the student for advanced performance in instrumental music. It is a core instrumental music course.

HISTORY OF COURSE DEVELOPMENT:

Wind Ensemble as a class was developed by a committee of teachers representing the district high schools. UC personnel were consulted about the format and requirements for the "F" requirement approval. This course has been developed for all OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES:

Students will gain experience by:

Developing greater skills in performing on the student's chosen instrument.

Refining skills in sight-reading, performing, and analyzing written musical notation, and reading a full instrumental score.

Comparing and contrast the historical and cultural contributions in various cultures and time periods in relation to current literature of their ensemble.

Analyzing the musical works and performances of themselves and others by using a rubric to make aesthetic judgments based on their own experiences and knowledge of proper style, musical form, and composers intent in content of the performance.

Identifying and applying what they have learned about proper performance and evaluation in concerts and adjudicated festivals that are scheduled for their ensemble using a teacher supplied rubric.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Students of Wind Ensemble will be able to meet the following Music Standards, Grades 9-12 Advanced from the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music (Standard 1.0, Grades 9-12 Advanced). *Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.*

Read an instrumental part of the instrument they play.

Explain how the elements of music are used.

Transcribe simple songs when presented aurally, into melodic and rhythmic notation (level of difficulty 2; scale 1-6).

Sight-read music accurately and expressively (level of difficulty 4; scale 1-6) on their chosen instrument.

Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

CREATIVE EXPRESSION

Creating, Performing, and Participating in Music (Standard 2.0, Grade 9-12 Advanced). *Students apply instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.*

Play a repertoire of instrumental music from various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation in both large and small ensembles (level of difficulty 5; scale 1-6).

Perform music written in full band format (level of difficulty 5; scale 1-6).

Perform in small ensembles format (level of difficulty 5; scale 1-6).

At an intermediate or better level, compose simple melodic passages using the basic elements of music.

Improvise a melodic line over a given chord progression.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music (Standard 3.0, Grades 9-12 Advanced). *Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.*

Using their current repertoire, identify a music genre, trace its evolution, and cite well-known musicians associated with it.

Perform music from various cultures and time periods (level of difficulty 5; scale 1-6).

AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in Music (Standard 4.0, Grades 9-12 Advanced). *Students critically assess and derive meaning from works of music and the performance of musicians, in a cultural context according to the elements of music and aesthetic qualities.*

Develop specific criteria for making critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

Using the evaluation criteria, evaluate their own performances and the performances of others' ensembles.

Describe the means used to create images or evoke feelings and emotions in musical works from various cultures represented in their repertoire.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers (Standard 5.0, Grades 9-12 Advanced). *Students apply what they have learned in music across the subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning skills. They learn about careers in and related to music.*

Demonstrate an understanding of the different roles that musicians have in our culture (i.e., soloist, band/choir member, teacher, advertising, religious leader, arranger, composer, etc.).

Apply some aspect of his/her repertoire to another class in his/her current class schedule (i.e., song text for English, historical relationships in History, etc.).

Research and demonstrate an understanding of career opportunities and job functions in the field of music.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

<u>UNIT</u>	<u>WEEKS</u>
I. Review Skills in Musicianship and Music Theory	Week 1 Ongoing
A. Continue reinforcement of sound production	
1. Breathing: concepts and exercises (level of difficulty 4; scale 1-6)	
2. Introduce basic instrument repair of ones own instrument	
3. Technique: combination of articulations used within one exercise to include slurs, staccatos and accents (level of difficulty 5; scale 1-6)	
B. Expand musical elements (level of difficulty 4; scale 1-6)	Week 1 Ongoing
1. Rhythm	
2. Harmony	
3. Texture	
4. Tempo and dynamics	
5. Timbre	
6. Form: symphony, overture, concerto, suite, atonal, twelve tone	
7. Meter: mixed, duple, triple and compound	
C. Music notation	Week 3 Ongoing
1. Sight-reading (level of difficulty 4; scale 1-6)	
2. Writing	
a. Transcribe melodic and rhythmic notation (level of difficulty 2; scale 1-6)	
b. Major and minor scales to include arpeggios	
3. Understanding the composer's intent from analysis of written music.	
D. Music ensemble	Week 1 (Semester 2)
1. Listening	
a. Compare and contrast stylistic aspects of historical content	
b. Analyze the use of form, both past and present in a varied repertoire	

taken from various cultures and musical eras, which support the course objectives.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include individual practice, small group practice, large group rehearsal, lecture, demonstration, discussion, reading, and writing. Small and large group work, student presentation, observation, field study, guest artists/presenters, recordings, films, video, Internet and other technologies, such as use of DAT machines and computer editing of sound tracks.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing evaluation of the student's progress by the instructor through the mediums of observation, listening evaluation, and portfolio assessment. Individual testing of part knowledge, and observation of participation in performances will be part of the overall evaluation. Final assessment is student performance, written exams and portfolio completion.

ASSESSMENT CRITERIA

Criteria are established by the instructor based on the student's developed abilities, which include their technical competence and experience on their chosen instrument. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public School, Kindergarten Through Grade Twelve, Grades 9-12 Advanced.

DATE OF CONTENT REVISION: January 2004

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