

## Symphonic Band/Modern Band

### Course Description

Through this course, students have the opportunity to collaborate with other student musicians in a performance ensemble. In this ensemble, which consists of a variety of band and orchestra instruments, students explore a variety of music genres and styles, representing different time periods and difficulty levels. They receive feedback to develop individual skills, and they are challenged to refine their individual performance within the ensemble, developing technique while preparing for multiple performances throughout the academic year. Students actively engage in the development of their musicianship through planning, preparing, practicing, refining, evaluating, and connecting through the repertoire. Performance opportunities include two or three school performances throughout the year and may also include auditions, honors festivals, trips/performance festivals. As this course is student-centered, performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance, all influence the selection of repertoire.

Coursework emphasizes the importance of personal wellness, creativity, and feeding the soul and spirit through artistic endeavors. In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to take personal initiative, responsibility, and show resilience with a collaborative spirit. Being actively engaged in the pursuit of music with others fosters relationships with loyalty, compassion, and empathy that will extend beyond their classroom experiences.

### Essential Questions

- How do musicians improve the quality of their creative work?
- What individual foundational skills and musicianship are needed to effectively present and communicate a variety of musical works?
- How do musicians make meaningful connections in creating, performing, and responding?
- How does understanding the structure and context of the music influence a response?
- How do musicians accurately and effectively evaluate and critique their own performance and the performance of others?
- How does the process of creating and performing music contribute to personal wellness and fulfillment?

### Course Curriculum

#### Unit 1: Music Performance Foundations (Quarter 1)

Focus Questions:

- What are the foundational understandings required to begin the process of learning new repertoire?
- How do performers make informed decisions to select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?

Concepts - Students will:

- Demonstrate appropriate steps to setting up and caring for the instrument, including needed materials
- Use basic tools and techniques for creating sounds on the instrument.
- Define musical ideas, terms, and characteristics of the parts of the instrument.
- Understand historical/contextual examples.
- Apply common practices and notation.

Skills - Students will:

- Create a clear tone with the instrument.
- Demonstrate proper posture for executing the playing of the instrument.
- Play/execute simple exercises after practice.
- Identify parts of the instrument, put the instrument together, and demonstrate tuning.
- Apply evaluative criteria in responding to their own work and the work of others.

Assessments:

- Notation Review Task
- Canvas and MusicFirst Digital Classroom platform login information and basic guide
- Progress Check-In
- Practice/Rehearsing Process Checklist and Reflection
- Recording Task #1
- Practical Evaluation #1

## **Unit 2: Developing Musicianship (Quarter 2)**

Focus Questions

- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

Concepts - Students will:

- Recognize and explain concepts from previous unit's materials and exercises.
- Explore new unit exercises and repertoire. Identify challenging areas within the repertoire.
- Explain and apply the use of a metronome in establishing beneficial practice habits.
- Continue scale development – patterns, fingerings, key signatures, sharps/flats/naturals.
- Rehearse and refine independently and in collaboration with the teacher (students are given time to work individually, practice materials, connect to specific challenges for their instrument, and collaborate with the music with the teacher for support).
- Review their work for this unit and present examples of songs/exercises completed for this unit of study.

Skills - Students will:

- Demonstrate patterns, fingerings and hand positions on their instruments as required within repertoire.
- Accurately play/execute assigned exercises/repertoire; demonstrate progress.
- Identify commonly used music notation and expression symbols.
- Apply evaluative criteria in responding to their own work and the work of others.

Assessments:

- Progress Check-In
- Practice/Rehearsing Process Checklist and Reflection
- Summative Assessment - Concert Performance #1
- Student Reflection and Ensemble Performance Critique

### **Unit 3: Deeper Musical Connections (Quarter 3)**

#### Focus Questions

- How do performers interpret musical works?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?

#### Concepts - Students will:

- Sight-read and make initial interpretation and analysis of newly introduced exercises and repertoire.
- Identify and express common and less-common rhythmic motifs/examples.
- Explore new exercises and repertoire – focus on analysis of rhythmic relationships and values.
- Practice active listening: meter and pulse identification; time signatures and their identifiable characteristics; simple vs compound meter.
- Rehearse and refine. Focus on continual improvement and respond to feedback.
- Review and evaluate their individual progress and work for this unit. Present examples of songs/exercises completed for this unit of study with an emphasis on individual interpretation and style.

#### Skills - Students will:

- Accurately demonstrate steady beat and interpret rhythmic variety.
- Play/execute assigned exercises/repertoire; demonstrate progress.
- Identify commonly used music notation and rhythmic symbols.
- Apply evaluative criteria in responding to their own work and the work of others.

#### Assessments:

- Progress Check-In
- Summative Assessment - Practical Evaluation #2
- Practice/Rehearsing Process Checklist and Reflection
- Student Reflection and Individual Performance Critique
- Recording Task #2

### **Unit 4: Critique and Analysis (Quarter 4)**

#### Focus Questions:

- How do musicians improve the quality of their performance?
- When is a performance judged to be ready?
- How do context and the manner in which a musical work is presented influence audience response?

#### Concepts - Students will:

- Explore and connect ideas within a guided analysis of selected repertoire, identifying key musical characteristics within the given style/form/structure.
- Practice active listening; focus on the '*Elements of Music*' and their use within the selected repertoire.
- Rehearse and refine as in previous units.
- Review and evaluate their individual progress and work for this unit. Present examples of songs/exercises they completed for this unit of study.

Skills - Student will:

- Play/execute assigned exercises/repertoire; demonstrate progress.
- Identify commonly used music notation and rhythmic symbols; accurately identify characteristics of the various 'Elements of Music' within selected repertoire.
- Apply evaluative criteria in responding to their own work and the work of others.
- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- Support evaluations of musical works and performances based on analysis, interpretations, and established criteria

Assessments:

- Summative Assessment - Concert Performance #2
- Student Reflection and Ensemble Performance Critique
- Cumulative Repertoire Analysis Task

Resources

- *Selected repertoire of varying styles and levels*
- *MusicTheory.net*
- *Holy Cross MusicFirst Classroom*
- *Selected instrumental method books (variety of materials specific to selected instrument)*
- *Individual Performance Criteria (\*see attached/below)*

Grading Policy

Performances/Content Mastery	50%
Engagement/Rehearsals	20%
Growth/Development	30%

**PLEASE SEE THE NEXT PAGE FOR PERFORMANCE CRITERIA**

Holy Cross High School Music Department  
**Performance Criteria - Individual**

*Within the Music Department at Holy Cross, we recognize the importance of individual students developing their musicianship and skills through a wide range of musical opportunities. We give priority to the progress and personal development of our student musicians. This, in conjunction with the principles of our school's **Portrait of a Crusader**, is the foundation for all that we do in Music and Performing Arts at Holy Cross. To help support that endeavor, student progress is continually evaluated based on the following:*

Level		Description
V <b>ADVANCED</b>		Excellent in all respects; command of required technique is evident. An accurate performance in terms of rhythm and pitch, secure intonation. Convincing, fluent, and expressive. The performance shows the individual's command and understanding of the style; interpretation of the piece is insightful, with attention to dynamics, expression, phrasing, and character, and tone. Demonstrates the highest standard of musical communication and interpretation.
IV <b>PROFICIENT</b>		The performance shows confidence and preparation, fluid and solid in general. Overall, accurate in pitch and rhythm, with few errors; overall intonation is acceptable. Technique is proficient and consistent to the demands of the difficulty level. Musical details are evident throughout the performance with attempts at phrasing, expression, and articulation. The performance displays the student's understanding of the style demands, and is successful in some areas and stylistic characteristics in general.
III <b>DEVELOPING</b>		Presents a coherent, fluent performance. Some successful attempts at expression and interpretation. Inaccuracies include multiple errors in rhythm and pitch. Phrasing, expression, and articulation are evident at times. Intonation is weak. The performance demonstrates some understanding of the characteristics and stylistic demands of the selection(s). Proper technique is evident in select passages.
II <b>BEGINNING/ DEVELOPING</b>		Performance shows some recognition of musical details; however, there are frequent errors, lacks fluency, and is disjunct throughout. The performance demonstrates some understanding of musical technique and demands of the selection(s), but does not meet those challenges. Concepts and connections between pitch, rhythm, phrasing, tempo, expression and style are very limited, but shows some development of technique and understanding.
I <b>LIMITED/ BEGINNING</b>		The performance shows numerous errors throughout. Does not demonstrate understanding of musical ideas and technique. An attempt is made but lacks any cohesion. Musical ideas and concepts are incoherent.
N/A		The performance is not coherent in any respect ;unable to evaluate this performance.