

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

April 2, 2002

Department: Visual and Performing Arts

Course Title: Wind Ensemble

Course Number:

Grade Level: 9,10,11, and 12

Semester Hours: 10

Prerequisite: Previous instrumental experience and permission of instructor after audition.

Course Description: This is a 1-year upper level class for advanced musicians. This group will play advanced music for Concert and will perform several times during the year at festivals and concerts. Wind Ensemble develops the Visual and Performing Arts Standards by developing and expanding musical expression, Wind Ensemble music concepts (such as minimal instruments per part), aesthetic judgements, connections in society, as well as providing a greater understanding of music from various classical periods, composers, and cultures. Performance participation is a requirement of the class.

I. Standards

A. Artistic Perception

Students demonstrate musical skills, analyze music, process aural information and describe music using the terminology of music. Students read, notate, and respond to sensory information through the language and skills unique to music.

The student will:

1. Read an Wind Ensemble music score and describe how the elements of music are used.
2. Transcribe simple songs and melody into melodic and rhythmic notation when presented aurally (level of difficulty: 2; scale: 1-6) in an Wind Ensemble form.

3. Sight-read Wind Ensemble music accurately and expressively (level of difficulty: 4; scale: 1-6).
4. Analyze and describe significant musical events perceived and remembered in a given aural example of Wind Ensemble music.
5. Analyze and describe the use of musical elements in given Wind Ensemble music that makes them unique, interesting, and expressive.
6. Compare and contrast the use of form, both past and present, in a varied repertoire of Wind Ensemble music from diverse musical genres, styles, and cultures.

B. Creative Expression

Students apply specific small ensemble musical skills in performing, creating and participating in a varied repertoire of Wind Ensemble music from classical and contemporary periods.

The student will:

1. Perform on an instrument Wind Ensemble repertoire and other musical literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in small ensembles (level of difficulty: 5; scale: 1-6).
2. Perform with minimal performers on each part (level of difficulty: 5; scale: 1-6).
3. Compose music for small ensembles in distinct styles and various classical periods (classical, romantic, baroque).
4. Improvise original melodies over given chord progressions

C. Historical and Cultural Context

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.

The student will:

1. Analyze how the roles of musicians and composers have changed or remained the same throughout the history of Wind Ensemble music.
2. Identify uses of music elements in non-traditional classical music. (Mixed meters, atonality, serialism)

3. Compare and contrast the social function of a variety of classical music forms in various cultures and time periods.
4. Perform Wind Ensemble music arrangements from a variety of cultures and classical periods.
5. Compare and contrast musical instruments from a variety of cultures and historical periods.
6. Compare and contrast classical musical styles within various popular genres in North America and South America
7. Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
8. Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

D. Aesthetic Valuing

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, aesthetic qualities, and human responses.

The student will:

1. Compare and contrast how a composer's intentions result in a work of music and how that music is used.
2. Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
3. Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

E. Connections Relationships, and Applications

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

The student will:

1. Explain ways in which the principles and subject matter of classical music and various disciplines outside the arts are interrelated.
2. Analyze the process for performing, arranging, underscoring, and composing classical music for film and video productions.
3. Identify and explain the various factors involved in pursuing a music career as a performer, composer, producer, or many other music related professions.

II. Sample Assessments

- A. Performance - formal and informal
- B. Quizzes on scales, music selections, and music history
- C. Ongoing assessment of student performance and participation
- D. Self reflections - Practice Logs
- E. Written concert evaluations

III. Topics of Study / Suggested Time Distribution

- A. Critical analysis of music, using the vocabulary and language of music. 15%
 1. Musical materials of different pieces in the same genre or style.
 2. Specific music events within aural examples.
 3. Specific musical events by memory within aural examples and apply them musical events in other musical works.
- B. Reading and notation of music. 10%
 1. Accurate and expressive sight-reading
 2. Transpositions
 3. Clefs
 4. Standard notational symbols
 5. Elements of music in Wind Ensemble music scores and parts
- C. Performance on instruments with a varied repertoire of music. 25%

1. Knowledge of Wind Ensemble music repertoire
 2. Expressive and technical accurate performance
 3. Proper warm-up and cool down techniques
 4. Memorized music
 5. Western and non-western literature
- D. Improvising melodies, variations, and accompaniments. 5%
1. Harmonize stylistically appropriate parts
 2. Melodic embellishments
 3. Modal, atonal, and tonal patterns
 4. Original melodies in a constant style, meter, and tonality
- E. Compose and arrange music. 5%
1. Create original compositions
 2. Tension and release
 3. Imaginative and technical skill in applying the principles of composition
 4. Cultural resources used as influence
 5. Electronic Media
- F. Knowledge and skills necessary to understand and perform music from all parts of the world. 10%
1. Elements of music from diverse genres and cultures
 2. Social functions as a result of various musical forms
 3. Microtonal and tonal styles
 4. Analyze variety of cultural musical forms

- G. Knowledge and understanding of the relationship of classical music to history and culture. 10%
 - 1. Performances of music from diverse genres and cultures
 - 2. Performances with appropriate and accurate expression and technical acuity according to the diverse culture of the music
 - 3. Appropriate expression for work performed dependent upon culture

- H. Knowledge, skill, and understanding to make critical judgements about and determine the quality of music experiences and performances. 10%
 - 1. Evaluate aesthetic quality of music
 - 2. Formal classical criteria compared with criteria developed for evaluation of musical works from a variety of cultures
 - 3. Criteria in their personal choices in listening and performing
 - 4. Constructive suggestions for improvement based on criteria and style of music
 - 5. Musical means used to evoke feelings and emotions evaluated in musical works

- I. Making Connections 10%
 - 1. Appropriate audio tapes, video, CD, CD ROM, DVD, computer programs for the teacher and student
 - 2. Careers in music
 - 3. Current Wind Ensemble music job opportunities (gigs)
 - 4. Music as a lifelong learning and experience
 - 5. Exploring and relating music to other subject areas, such as English / Language Arts, History / Social Studies, Science, Math, the other arts / disciplines, etc.
 - 6. Music in film, video, radio, and television
 - 7. Time management skills gained by practising and setting schedules

- IV. Instructional Strategies or Methods

- A. Project based learning: practising music for concerts, researching composers, compose music for performance, etc
- B. Group and individual work in sectionals, collaborations, and solos
- C. Performance – formal and informal, on stage or in the community
- D. Rehearsal on musical and technical concepts, preparation for performance
- E. Readings
- F. Lecture
- G. Library / internet research
- H. Videos, tapes, CD's, CD ROM, DVD
- I. Festivals – evaluations by qualified outside music educators
- J. Modelling of desired sounds, phrasings, and musical concepts

V. Resource Materials

- A. Adopted Texts – none
- B. Wind Ensemble music selected and purchased for concerts and gigs. Suggested music from the Southern California School Band and Orchestra Association music list (level B-A) or the Texas PML list.
- C. Instructional aids, printed resources, audio examples for teachers and students addressing the following musical concepts
 - 1. Scales
 - 2. Dynamics
 - 3. Articulations
 - 4. Technique
 - 5. Chorals
 - 6. Transposition
 - 7. Various classical styles

8. Rhythm
9. Balance
10. Notation
11. Music History

D. Supplies and equipment

1. Sound system, CD player, tape, DVD
2. Instruments (flutes, clarinets, oboes, bassoons, french horns, trumpets, trombones, baritones, tubas, percussion, etc.)
3. Music stands, chairs
4. Musical supplies and equipment: Reeds, Mouthpieces, valve oil, slide crème, tuners, etc.
5. Video Camera