



Course Outcome Summary

MUBANS – Symphonic Band

Course Information:

Description: Symphonic Band is a yearlong major performing organization and is available by audition. Symphonic Band spends the first nine weeks marching. This includes several in-town and out of town parades, as well as all home football games. After the marching season, Symphonic Band devotes the remainder of the year to the development of instrumental skills through individual lessons, sectional rehearsals, solo-ensemble festival, honors groups, as well as concert performances. Pep Band is also required of all Symphonic Band members. Fees are charged for school owned instruments, reeds, oils, other music supplies, equipment, band polo shirt and marching shoes.

Instruction Level: Grades 9-12

Total Credits: 2

Course Standards:

Wisconsin Standards for Music Content Area: Performance Music

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

- MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.
- MP2.P.26.h Perform using expressive qualities and techniques with the composer's intent.
- MP2.P.27.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges.
- MP2.P.28.h: Illustrate how the setting and music elements contribute to the context and expressive qualities of the music.
- MP2.P.29.h: Interpret and perform music from aural traditions and through standard and nonstandard notation with stylistic accuracy.
- MP2.P.30.h: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.
- MP2.P.31.h: Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.
- MP2.P.32.h: Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member.

Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

- MP3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections
- MP3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.
- MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
- MP3.R.17.h: Demonstrate proper concert/audience etiquette for a variety of musical settings.
- MP3.R.18.h: Reflect upon and critique performances using gradeappropriate music vocabulary.

Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

- MP4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.
- MP4.Cn.14.h: Explain the relationship between performer and audience using grade appropriate music vocabulary.
- MP4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.
- MP4.Cn.16.h Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.

Prerequisites: Audition required

- Music Excerpt
 - Percussion will perform an excerpt on snare and mallets
- Chromatic Scale (full range of individual)
- Sight-reading

Textbooks: Music provided

Units

1. **Marching Band**
2. **Veteran's Day**
3. **Winter Concert**
4. **Pep Band**
5. **Large Group Festival**
6. **Solo/Ensemble Festival**
7. **Spring Concert**
8. **Marching Band**

Unit Outlines

1. Marching Band

- a. August through Mid-October
 - Demonstrate proper instrument position while playing and resting
 - March in step using the corps step style
 - Follow whistle commands
 - Understand rank and file, mark time, forward and backwards march, right and left faces and flanks, halt, and other necessary marching fundamentals
 - Learn movements for each routine
 - Use proper articulation while marching
 - Use proper breath support while marching
 - Play with good tone and intonation while marching

2. Veteran's Day

- a. Mid-October through November 11th
 - *Armed Forces Salute* arranged by Robert Lowden
 - Meter
 - 4/4, Cute-time, 6/8
 - Key Signatures
 - B-flat, E-flat, A-flat
 - Italian Terms
 - Allegro, L'istesso tempo

3. Winter Concert

- a. Mid-October through Mid-December
 - Play with good tone and intonation
 - Play correct notes and rhythms as indicated in the music while maintaining a steady beat
 - Play with proper dynamics
 - Relate key signatures present to a scale or mode
 - Play scales or modes that correspond to the music
 - Understand how each piece relates to music history
 - Understand how each piece relates to cross-curricular subjects
 - Demonstrate proper concert etiquette as a performer and audience member
 - Evaluate the performance using musical terms

4. Pep Band

- a. Mid-December through late February
 - Play with good tone and intonation
 - Play correct notes and rhythms as indicated in the music while maintaining a steady beat
 - Play with proper dynamics
 - Relate key signatures present to a scale or mode

- Play scales or modes that correspond to the music
- Demonstrate proper sports etiquette as a performer and spectator

5. Large Group Festival

- Mid-December through Mid-March
 - Play with good tone and intonation
 - Play correct notes and rhythms as indicated in the music while maintaining a steady beat
 - Play with proper dynamics
 - Relate key signatures present to a scale or mode
 - Play scales or modes that correspond to the music
 - Evaluate the performance using musical terms
 - Incorporate clinicians comments into future goals

6. Solo/Ensemble Festival

- Mid-December through Mid-March or early May (depending on State Solo/Ensemble participation)
 - Each student will perform in at least 1 large ensemble that is on the WSMA Solo/Ensemble list (woodwinds, brass, and percussion)
 - Each student will perform at least 1 solo or small ensemble that is on the WSMA Solo/ Ensemble list
 - Practice independently and with peers as needed
 - Play with good tone and intonation
 - Play correct notes and rhythms as indicated in the music while maintaining a steady beat
 - Play with proper dynamics
 - Relate key signatures present to a scale or mode
 - Play scales or modes that correspond to the music
 - Understand how the piece's time period relates to the performance of the music
 - Be able to introduce the piece including background information about the composer and historical context
 - Evaluate the performance using musical terms
 - Incorporate adjudicator's comments into future goals

7. Spring Concert

- Mid-March through early May
 - Play with good tone and intonation
 - Play correct notes and rhythms as indicated in the music while maintaining a steady beat
 - Play with proper dynamics
 - Relate key signatures present to a scale or mode
 - Play scales or modes that correspond to the music
 - Understand how each piece relates to music history
 - Understand how each piece relates to cross-curricular subjects
 - Demonstrate proper concert etiquette as a performer and audience member

- Evaluate the performance using musical terms

8. Marching Band

- a. Mid-May through Mid-June
 - Demonstrate proper instrument position while playing and resting
 - March in step using the corps step style
 - Follow whistle commands
 - Understand rank and file, mark time, forward and backwards march, right and left faces and flanks, halt, and other necessary marching fundamentals
 - Learn movements for each routine
 - Use proper articulation while marching
 - Use proper breath support while marching
 - Play with good tone and intonation while marching

