



Course Outcome Summary

Course Information: **Concert Band**

Description: Concert Band is a yearlong major performing organization and is available to all students. Concert 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, Concert Band devotes the remainder of the year to the development of instrumental skills through individual lessons, sectional rehearsals, solo-ensemble festival, as well as concert performances. Pep Band is also required of all Concert Band members. Fees are charged for school owned instruments, reeds, oils, other music supplies, equipment, band polo shirt and marching shoes.

Instruction Level: 9-12
Total Credits: 2
Prerequisites: None
Textbooks: Music provided

Course Standards:

Music Standard 2: Performs on instruments, alone and with others, a varied repertoire of music.

- Level IV (Grade 9-12)
 - 1. Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
 - 2. Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

Music Standard 5: Reads and notates music

- Level IV (Grade 9-12)
 - 1. Reads an instrumental or vocal score of up to four staves
 - 2. Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements

Music Standard 6: Knows and applies appropriate criteria to music and music performances

- Level IV (Grade 9-12)
 - 1. Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
 - 2. Understands the technical vocabulary of music (e.g., Italian terms, forms, harmony, tempo markings)

Music Standard 7: Understands the relationship between music and history and culture

- Level IV (Grade 9-12)
 - 1. Classifies unfamiliar but representative aural examples of music (e.g., by genre, style, historical period, culture)
 - 2. Knows sources of American music genres (e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them
 - 3. Knows various roles that musicians perform (e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles

Unit

(Order according to calendar)

1. **Marching Band**
2. **Winter Concert**
3. **Pep Band**
4. **Large Group Festival**
5. **Solo/Ensemble Festival**
6. **Spring Concert**
7. **Marching Band**
 - a. **Memorial Day Parade**
 - b. **Butterfest Parade**

Unit Outlines

1. **Marching Band**
(August through mid-October)

Note: Students will march in 3 area parades and at halftime for home football games. Students will focus on playing and marching at the same time.

Music Standards:

Music Standard 2: Performs on instruments, alone and with others, a varied repertoire of music.

- Level IV (Grade 9-12)
 1. Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
 2. Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

Essential Question:

Students will be able to answer the question(s):

- How do you project your tone outside?
- How do you blend your sound within your section?
- How does your section blend its sound within the band?
- What are the differences in playing in marching band verses concert band?
- Is there a visual uniformity in the band's presentation?
- Am I able to follow the directives given by my superiors?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

Students will:

- March in step on the field and street
- Understand rank and file, mark time, forward and backwards march, right and left faces and flanks, halt, and other necessary marching fundamentals
- Demonstrate understanding of the written language of music notation
- Demonstrate the ability to sight-read music accurately and expressively
- Section leaders will demonstrate the ability to read a full marching band instrument score during sectionals

2. Winter Concert

(Mid-October through mid-December)

Note: Students will perform 3-4 selections of varied repertoire for the high school winter band concert. Selections will include sacred, secular, and multicultural music.

Music Standards:

Music Standard 2: Performs on instruments, alone and with others, a varied repertoire of music.

- Level IV (Grade 9-12)
 1. Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a

moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
2. Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

Essential Question:

Students will be able to answer the question(s):

- What is a key change?
- What is a time signature change?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Effectively changing key signatures and time signatures while playing

3. Pep Band

(Mid-December through February)

Note: Students will perform at various home sporting events such as boys/girls basketball, hockey, and wrestling.

Music Standards:

Music Standard 7: Understands the relationship between music and history and culture

- Level IV (Grade 9-12)
 2. Knows sources of American music genres (e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them
 3. Knows various roles that musicians perform (e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles

Essential Question:

Students will be able to answer the question(s):

- What role does live music provide during sporting events?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Opposing team school songs
- Star Spangled Banner

4. Large Group Festival (January through mid-March)

Note: Students will prepare and perform three selections for a qualified instrumental music clinician as well as perform one selection for a district-wide 6-12 music concert. Students will also have time to work with the clinician on different techniques and approaches to practice and performance.

Music Standards:

Music Standard 6: Knows and applies appropriate criteria to music and music performances

- Level IV (Grade 9-12)
 1. Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
 2. Understands the technical vocabulary of music (e.g., Italian terms, forms, harmony, tempo markings)

Music Standard 2: Performs on instruments, alone and with others, a varied repertoire of music.

- Level IV (Grade 9-12)
 1. Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
 2. Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

Essential Question:

Students will be able to answer the question(s):

- What criteria will the clinician use to assess our performance?
- After listening to a recording, how would I assess our performance?
- What skills/techniques can we improve upon?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Tuning, Intonation, Balance, Technique, Interpretation, Expression, Presentation

5. Solo/Ensemble Festival

(January through mid-March)

Note: Students will perform in a large ensemble with like instruments (i.e. woodwinds, brass, percussion) for a certified adjudicator and receive a rating based on Wisconsin State Music Association's Solo/Ensemble rubric.

Music Standards:

Music Standard 2: Performs on instruments, alone and with others, a varied repertoire of music.

- Level IV (Grade 9-12)
 - 1. Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)

Music Standard 6: Knows and applies appropriate criteria to music and music performances

- Level IV (Grade 9-12)
 - 1. Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
 - 2. Understands the technical vocabulary of music (e.g., Italian terms, forms, harmony, tempo markings)

Essential Question:

Students will be able to answer the question(s):

- How does the sonic quality of the group differ between full band and my like-instrument ensemble?
- What criteria will the clinician use to assess our performance?
- What skills/techniques can I improve upon?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Tuning, Intonation, Balance, Technique, Interpretation, Expression, Presentation

6. Spring Concert

(Mid-March through early May)

Note: Students will perform 3-4 selections of varied repertoire for the high school spring band concert.

Music Standards:

Music Standard 2: Performs on instruments, alone and with others, a varied repertoire of music.

- Level IV (Grade 9-12)
 - 1. Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
 - 2. Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

Music Standard 5: Reads and notates music

- Level IV (Grade 9-12)
 - 1. Reads an instrumental or vocal score of up to four staves
 - 2. Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements

Essential Question:

Students will be able to answer the question(s):

- How does popular music differ from classical band literature?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- “Pop” music band arrangements

7. Marching Band

(Mid-May through mid-June)

Note: Students will prepare and perform a selection for each of two local spring parades. The first will be a patriotic marching arrangement for the area’s Memorial Day Parade. The second will be a popular selection for Sparta’s annual Butterfest Parade.

Music Standards:

Music Standard 7: Understands the relationship between music and history and culture

- Level IV (Grade 9-12)
 - 1. Classifies unfamiliar but representative aural examples of music (e.g., by genre, style, historical period, culture)
 - 2. Knows sources of American music genres (e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them
 - 3. Knows various roles that musicians perform (e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles

Essential Question:

Students will be able to answer the question(s):

- What are the various roles of a marching band?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

Students will:

- March in step on the field and street
- Understand rank and file, mark time, forward and backwards march, right and left faces and flanks, halt, and other necessary marching fundamentals
- Demonstrate understanding of the written language of music notation
- Demonstrate the ability to sight-read music accurately and expressively
- Section leaders will demonstrate the ability to read a full marching band instrument score during sectionals