

Effective Date: 2011-2012 School Year

Hamburg Area School District

Name of Course: Instrumental Music Arts

(Concert Band, Marching Band, Jazz Band, Wind Ensemble, Brass Ensemble, Woodwind Choir)

Department: Music

Grade Level: 9-12

Instructional Time: 90 days

Length of Course: Full Year

Period Per Cycle: 3 rehearsals

9, 10-2 lesson days

11, 12-1 lesson day

Length of Period: 41 minutes

Texts and Resources: ‘Artistry of Fundamentals’

‘Theory Time’ music theory worksheets

Finale music notation software

Various recorded examples of standard repertoire

Various instrumental repertoire as dictated by annual performances

Assessments: Rehearsals and lessons

Annual concerts/performances for school and community events

Graded playing tests (once per marking period)

Rehearsal and concert written evaluations (one per marking period)

Required listening critique (one per marking period)

Music theory worksheets (one per cycle)

**Hamburg Area School District
Course Plan
(Music)**

Course Name: High School Instrumental Arts (Concert Band, Marching Band, Jazz Band, Brass Ensemble, Woodwind Choir, Wind Ensemble)

**Unit: Instrumental techniques and warm ups
School, community and county performances
Music theory and analysis**

Time Line: Full Year (30 cycles)

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Performing instrumental repertoire with a grade level difficulty of 4+, on a scale of 1 to 6.	<ul style="list-style-type: none"> A. Be able to accurately perform scales and etudes in all major and minor keys. B. Be able to accurately perform pitches used within the range of grade level difficulty 4+ instrumental repertoire. C. Be able to accurately identify, explain and perform standard and non-standard musical notation used in grade level difficulty 4+ instrumental repertoire. D. Be able to accurately sight read instrumental music with a grade level difficulty of 1-3. 	Grades 9-12 2.a, 2.b, 2.c, 2.d 5.a, 5.b, 5.d, 5.e 6.b
Performing grade-level appropriate instrumental repertoire using proper technique.	<ul style="list-style-type: none"> A. Be able to demonstrate proper seating position while performing. B. Be able to demonstrate proper posture related to holding the instrument. C. Be able to use proper breathing techniques. D. Be able to create proper intonation and tone quality. E. Be able to use a range of articulation styles. F. Be able to perform using correct fingering/sticking. G. Be able to accurately perform pitches and rhythms. Display knowledge of key signatures and tonal centers. 	Grade 9-12 2.a, 2.b, 2.c, 2.d 5.a, 5.b, 5.c, 5.d, 5.e

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Performing grade-level appropriate instrumental repertoire using proper phrasing and expression.	<ul style="list-style-type: none"> A. Be able to identify, explain and perform proper musical phrasing in a variety of styles. B. Be able to sing instrumental music parts. C. Be able to interpret, explain and perform dynamics, written and implied. D. Be able to apply knowledge of style and interpretation of appropriate musical time period and genre. E. Be able to explain and discuss aesthetic qualities of individual and ensemble performances 	Grade 9-12 1.c 2.a, 2.b, 2.c, 2.d 5.a, 5.b, 5.c, 5.d, 5.e 8.b, 8.d 9.a, 9.b, 9.d, 9.e
Performing grade-level appropriate instrumental repertoire using proper ensemble skills.	<ul style="list-style-type: none"> A. Be able to demonstrate proper rehearsal/concert etiquette. B. Be able to perform in an ensemble demonstrating with balance and blend. C. Be able to create proper intonation and tone quality. D. Be able to accurately perform as a member of small ensembles with one player on a part. E. Be able to improvise melodies over given chord progressions in a variety of keys and styles. F. Be able to demonstrate an extensive knowledge and practice of the technical vocabulary of music. G. Be able to complete written rehearsal and concert evaluations, sighting positive and negative elements of individual and group performances. 	Grade 9-12 2.a, 2.b, 2.c, 2.d, 3.a, 3.b, 3.c, 3.d, 3.e 5.a, 5.d 6.a, 6.b, 6.c, 6.d, 6.e, 6.f 7.a, 7.b, 7.c

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Becoming a discriminating listener and musician.	<ul style="list-style-type: none"> A. Be able to analyze written scores and recorded examples of music, identifying and describing the use of elements of expressiveness, form, style and music notation. B. Complete standard repertoire listening project describing specific criteria of the historical background, genre, cultural background and aesthetic qualities of a variety of selected works. C. Complete music theory worksheets covering concepts of music notation, symbols, terms, genres, forms, analysis and compositional elements. 	Grade 9-12 4.a, 4.d 5.a, 5.c, 5.d 6.a, 6.b, 6.c, 6.d, 6.e, 6.f 7.a, 7.b, 7.c 8.a, 8.b, 8.c, 8.d, 8.e 9.a, 9.b, 9.c, 9.d, 9.e