



Symphonic Band (Grades 10-12)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Music](#). A two-semester advanced elective course for instrumental music students who have mastered fundamentals of instrumental playing such as rhythm, tone production, complete range, basic musicality and ensemble playing. This class is designed for those students who are serious about music study and have demonstrated a certain proficiency on their instrument, good rehearsal manners, commitment to the group and consistent participation in the individual lesson requirement. This course may be taken for more than one semester for credit. Students should enroll for the entire year (both semesters). Symphonic Band is a continuation of the Concert Band experience. Through daily rehearsals of advanced musical literature and a somewhat lengthy performance schedule, this class emphasizes the development of intermediate to advanced musical skills both on an individual and ensemble basis. Expectations of Symphonic Band members include participation in marching band, pep band and the solo ensemble festival. An important part of the class requirement is the individual lessons which are scheduled weekly outside of class during study halls and before and after school. Class behavior/rehearsal manners, individual performance, attendance at lessons and concerts/performances are grading factors.

Essential Understandings:

1. Singing or playing an instrument requires fundamental skills for developing a foundation of personal expression, communication and fulfillment. (A.12.9, B.12.7, B.12.8, B.12.9)
2. Musical creativity and personal expression are demonstrated through improvisation, composition, arrangement, movement or interpretation. (C.12.9, C.12.10, D.12.9, D.12.10, D.12.11, D.12.12, D.12.13)
3. Reading and understanding the language of musical notation develops a foundation for musical literacy. (E.12.12, E.12.13)
4. Music is appreciated and understood through analysis, description and evaluation of the musical elements. (F.12.11, F.12.12, F.12.13)
5. Music connects us to cultures, history and other arts in our global society. (H.12.11, H.12.12, H.12.13-I.12.12, I.12.13)

Unit	Description of Unit and Learning Targets
Performance • How do band students build on previous knowledge and skills to elevate their level of performance on their instrument?	This unit provides skills needed to perform on an instrument both alone and as part of an ensemble. <u>Learning Targets:</u> • I can sing with accuracy on pitch with note names to enhance performance skills on my instrument. • I can sing with expression to enhance rhythmic, articulation and fluency on my instrument. • I can demonstrate well-developed ensemble skills. • I can perform on at least one instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control. • I can perform, with expression and technical accuracy on a band or orchestral instrument, a repertoire of instrumental literature with a level of difficulty of five on a scale of one to six.* • I can perform an appropriate part in an ensemble,

	demonstrating well-developed ensemble skills. • I can perform in small ensembles.
Creativity • How do band students demonstrate expression and creativity on their instrument?	This unit provides opportunities for students to experience the creation of music through use of technology and performance on their instruments. <u>Learning Target:</u> • I can demonstrate proficiency in the use of computer technology—notation and sequencing programs—to compose and arrange music for instruments.
Literacy • How do band students demonstrate an understanding of music, both melodic and rhythmic on their instrument?	This unit builds on previous knowledge of reading and interpreting musical symbols. <u>Learning Targets:</u> • I can interpret nonstandard notation symbols used by some 20th century composers. • I can demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs. • I can sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.
Response • How do band students demonstrate the ability to analyze, describe and evaluate the music they play on their instrument?	This unit encompasses skills needed to analyze, describe, and evaluate music. <u>Learning Targets:</u> • I can apply and refine specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their participation in music. • I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models • I can evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
Connections • How do band students demonstrate the ability to relate the music they play to its history, culture or other disciplines?	This unit encompasses skills needed to identify the relationship of music to history, culture, and other disciplines. <u>Learning Targets:</u> • I can identify the major historical periods of music by listening and describe their characteristics. • I can identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical or cultural context. • I can compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.