



Greenwich Public Schools Curriculum Overview

CONCERT BAND

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description:

Concert Band

Full Year

091200

6 Blocks

1 Music Credit

The Greenwich High School Concert Band is the ensemble in which all freshmen will join at Greenwich High School. Since it is comprised of all interested ninth-grade students who play woodwind and brass instruments, it serves as a training ensemble for freshmen. Through rehearsals, students improve their tone production, articulation, sight-reading, and rehearsal techniques. The repertoire includes original works representing a variety of styles and historical periods, as well as selected arranged popular works that broaden students' performance experiences. Concert Band performs at four annual school concerts and may also travel to festivals and competitions. Participation in the All-State and Regional audition process is not required but is highly encouraged. Members are also invited, though not required, to participate in GHS Pep Band performances at home football games. Private lessons are strongly encouraged.

This course may be used to fulfill the required **1.0 Career and Life Skills credit** and the required **1.0 Fine Arts credit**. Enrollment in Band for three years may also be used to fulfill a STEM elective credit.

Prerequisite: Previous wind band experience and director approval.

Unit Guide

The curriculum is structured around four strands, which are taught concurrently throughout the year:

- 1. Technique: Fundamentals in Wind Instrument Performance**

Students develop tone production, breath support, articulation, technical fluency, and overall instrumental proficiency through daily rehearsal and individual practice.

- 2. Musicianship: Music, Culture, and Emotion**

Students explore music representing a wide range of composers, historical eras, genres, and world traditions while developing expressive interpretation and musical understanding.

- 3. Literacy: Fundamentals in Performance**

Students strengthen music reading, sight-reading, theory, and analytical skills that enable them to perform increasingly complex repertoire independently.

- 4. Ensemble Skills: Collaborative Performance and Rehearsal Techniques**

Students develop rehearsal strategies, active listening, precision, and collective responsibility necessary to achieve a unified ensemble performance.

Enduring Understandings

- Expressive performing requires technical proficiencies and emotional vulnerability such that each individual is capable of performing at a level required of the ensemble. Consistent tone production, technical fluency, and an understanding of musical phrasing provide the foundation for successful performance.
- Music literacy and analytical skills enable students to read, interpret, and perform music at sight while developing a deeper understanding of the repertoire they study.
- Exploring music by culturally diverse composers and from varied historical eras, genres, and world traditions fosters empathy, understanding, and an appreciation for multiple musical perspectives.
- High-level ensemble performance requires discipline, precision, focused rehearsal habits, and the ability to recognize and correct errors independently.
- Musical excellence is achieved through consistent practice, personal responsibility, and a strong sense of *esprit de corps*. These habits prepare students for performances, festivals, and lifelong participation in music.

Performance Tasks: (Assured Experiences)

Students will demonstrate their learning through a variety of authentic performance experiences, including:

- **Public Performances**
 - Fall Concert (October)
 - Candlelight Concert (December)
 - Spring Concert (March/April)
 - Senior Celebration Pops Concert (May/June)
- **Playing Tests**
 - Students demonstrate their understanding and execution of playing skills using a rubric that measures multiple elements of performance in standards 5 and 6 (e.g., tone, intonation, note accuracy, rhythm, etc.).
 - Students perform solo repertoire or excerpts from ensemble music for peers and the teacher.
 - Students submit periodic video recordings to receive individualized feedback and reflect on their musical growth.

Standards:

The course is aligned with the [National Core Arts Powered Standards](#):

- **Creating:** MU:Cr3.2.E.8a
- **Performing/Presenting:** MU:Pr5.1.E.8a, MU:Pr6.1.E.8a, MU:Pr6.1.E.8b
- **Responding:** MU:Re8.1.E.8a, MU:Re9.1.E.8a
- **Connecting:** MU:Cn10.0.E.8a

Resources:

- **Digital Feedback Support:** Teacher-created audio recordings and digital practice materials are available through Google Classroom to support individual practice, test, and performance preparation.
- **Differentiation and Support:** Individual conferences, additional instructional resources, and peer mentoring are provided as needed to support student growth.
- Jagow, S. (2007). *Teaching Instrumental Music: Developing the Complete Band Program*. Meredith Music Publications.