

Colton Joint Unified School District Course of Study
High School Course Description for: *Beginning Band*

Course Title: <i>Beginning Band</i>	Curricular Area: <i>Performing Arts</i>
Course Number: <i>VPA001/VPA002</i>	Department: <i>Visual & Performing Arts</i>
Grade Level: <i>9-12</i>	Length: <i>One Full Year</i> May be repeated for up to <i>20 credits</i>
Prerequisite: <i>None</i>	Credits: <i>10 (5 per semester)</i>
Meets a UC A-G Requirement: <i>F- Visual & Performing Arts</i>	Meets NCAA Requirement: <i>No</i>
CTE Course Sequence: <i>N/A</i>	Articulated Course: <i>N/A</i>

Course Description

Beginning Band emphasizes instruction in basic techniques of instrument playing. These include skills in tone, intonation, rhythm, tempo, dynamics, articulation, harmony, and phrasing. In addition, the course will explore wind literature and performance practices from various historical/cultural sources as well as provide many opportunities for music appreciation and knowledge of college/career opportunities.

Alignment

This course is aligned to the *Visual and Performing Arts: Music California Content Standards for Public Schools (2001)*, proficient level of achievement and the *University of California Guide to A-G requirements* for category F- Visual and Performing Arts Courses.

General Goals and Requirements of Course

Students are expected to develop basic musicianship skills through appropriate performance technique and knowledge of basic music theory and history. Students will be able to perform music of simple to moderate difficulty and understand the basic fundamentals of music from different cultures, periods and styles. Listening to music, both live and recorded, will be emphasized and outside work will be required; including research, concert attendance, and individual practice.

Instructional Materials

- Sheet music from a variety of sources

Supplemental/Reference Materials for Teacher

- The Enjoyment of Music, 10th Edition – Joseph Machlis
- Standards of Excellence – Bruce Pearson

Exit Criteria

<u>Activities</u>	<u>Percentages</u>
Written Examinations	20%
Playing/Skill Examinations	30%
Class Participation/Homework	40%
Project/ Term Paper	<u>10%</u>
	100%

Cumulative course grading

- A => 90 – 100%
- B => 80 – 89%
- C => 70 – 79%
- D => 60 – 69%
- F => 0 – 59%

Development Team

This course of study was updated in May, 2009 by Julia Nichols, Director Curriculum & Instruction (9-12); Dr.Luis Gonzalez, Music Instructor- CHS; John Zambrano, Music Instructor- BHS

Pacing Guide: **Beginning Band**

PROFICIENT LEVEL

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade eight.

Fall, Semester 1

UNIT 1: Read and Notate Music

Week 1-4

Standards:

1.0 ARTISTIC PERCEPTION

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

UNIT 2: Listen to, Analyze, and Describe Music

Week 5-8

Standards:

1.0 ARTISTIC PERCEPTION

- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

UNIT 3: Apply Instrumental Skill

Week 9-12

Standards:

2.0 CREATIVE EXPRESSION

- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.5 Perform on an instrument in small ensembles, with one performer for each part.

UNIT 4: Compose, Arrange, and Improvise

Week 13-16

Standards:

2.0 CREATIVE EXPRESSION

- 2.6 Compose music, using musical elements for expressive effect.

UNIT 5: Role of Music

Week 17-20

Standards:

3.0 HISTORICAL AND CULTURAL CONTEXT

- 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Spring, Semester 2

UNIT 6: Diversity of Music

Weeks 21-24

Standards:

3.0 HISTORICAL AND CULTURAL CONTEXT

- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.

UNIT 7: Analyze and Critically Assess

Weeks 25-28

Standards:

4.0 AESTHETIC VALUING

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

UNIT 8: Derive Meaning

Week 29-32

Standards:

4.0 AESTHETIC VALUING

- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.

UNIT 9: Connections and Applications

Weeks 33-36

Standards:

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

UNIT 10: Careers and Career-Related Skills

Weeks 37-38

Standards:

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- 5.3 Research musical careers in radio, television, and advertising.