

**SUBJECT AREA – VISUAL & PERFORMING ARTS**

COURSE TITLE: CONCERT BAND

CBEDS ASSIGNMENT  
CODE: 2300

COURSE CODE: V0931p

GRADE LEVEL: 9-12

COURSE LENGTH: One Year

PREREQUISITE: Audition

CREDIT: 10 credits

UC/CSU CREDIT: Meets Visual and Performing Arts “f” requirement

GRADUATION  
REQUIREMENT: Fulfills 10 units of World Language/Visual and Performing Arts/Career-Technical Ed. graduation requirements

STANDARDS AND  
BENCHMARKS: VAPA/Music: 1.1, 2.1, 2.12, 3.4, 3.8, 3.9, 3.12, 3.13, 4.1-4.3, 4.5, 4.6, 5.1, 5.2, 5.4

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**COURSE DESCRIPTION:** Concert Band is open to all students. Prerequisites include at least one year of prior instruction on a band instrument, and ability to read music. There will be continued development of instrumental techniques and ensemble skills through the study of outstanding repertoire for Concert Band. The preparation process is the important component of the program, in that the performance of each student in the instrumental class is critically important to, and effects the performance of, every other student in the class.

**COURSE GOALS:** Upon completion of the course, student will:

1. Obtain a high quality musical experience.
2. Gain exposure to and/or performance of music of various styles, genres, eras, and cultures.
3. Participate in daily practice of cooperative, collaborative social/musical interaction.
4. Prepare for various performances.
5. Improve the entire group in terms of individual performance level.

**INSTRUCTIONAL MATERIALS:** Appropriate repertoire for Concert Band students

**TEACHER RESOURCES:** Audio recording playback, music library, instruments necessary to conduct class, rehearsals and performances.

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 Course Content and Performance Objectives  
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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b>1.0</b>	<b>STUDENT LISTENS TO, ANALYZES, AND DESCRIBES MUSIC USING MUSIC TERMINOLOGY.</b>	N/A	1.0	N/A	Personal Communication	10% of class time
1.1	Analyzes aural examples of a varied repertoire of music, representing diverse genres, styles and cultures by describing the use of elements of music and expressive devices.		1.1			
<b>2.0</b>	<b>STUDENT DEVELOPS INSTRUMENTAL AND VOCAL MUSIC SKILLS IN ORDER TO PERFORM A VARIED REPERTOIRE OF MUSIC; COMPOSES, ARRANGES AND IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS USING DIGITAL/ELECTRONIC TECHNOLOGY WHEN APPROPRIATE.</b>	N/A	2.0	N/A	Performance assessment	55% of class time
2.1	Performs with expression, technical accuracy, tone quality, and articulates a repertoire of literature representing various genres, styles and cultures, alone and in ensembles. (Level of difficulty: 3, scale of 1-6)		2.1			

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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
2.2	Performs with expression, technical accuracy, tone quality, and articulates a repertoire of literature representing various genres, styles and cultures, written and from memory, alone and in ensembles. (Level of difficulty: 3, scale of 1-6)		2.12		Performance Assessment	
<b>3.0</b>	<b>STUDENT ANALYZES THE HISTORICAL AND CULTURAL SIGNIFICANCE OF STYLES OF MUSIC THROUGHOUT THE WORLD.</b>		3.0			10% of class time
3.1	Performs music from various cultures and time periods.		3.4		Personal Communication	
3.2	Compares and contrasts the social function of a variety of music forms in various cultures and time periods.		3.8		Personal communication	
3.3	Performs music from a variety of cultures and historical periods.		3.9		Performance assessment	
3.3	Analyzes the stylistic features of a given musical work that defines its aesthetic tradition and its historical or cultural context.		3.12		Personal communication	

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	3.5 Compares and contrasts music genres or styles that show the influence of two or more cultural traditions.		3.13		Personal communication	
<b>4.0</b>	<b>STUDENT CRITICALLY ASSESSES AND DERIVES MEANING FROM WORKS OF MUSIC AND THE PERFORMANCE OF MUSICIANS BASED ON THE ELEMENTS OF MUSIC, AESTHETIC QUALITIES AND HUMAN RESPONSES.</b>	N/A	4.0	N/A		20% of class time
	4.2 Develops specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions and arrangements.		4.1		Personal communication Performance assessment	
	4.3 Develops specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions and arrangements and improvisations and apply those criteria in personal music participations.		4.2		Performance assessment	
	4.3 Evaluates a performance, composition, arrangement or improvisation by comparing it to exemplary models.		4.3		Constructed response	
	4.4 Describes the means used to create images or evoke feelings and emotions in musical works from various cultures.		4.5		Personal communication	

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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
4.5	Evaluates a specific musical work in terms of its aesthetic qualities.	N/A	4.6	N/A	Personal communication	5% of class time
<b>5.0</b>	<b>STUDENT APPLIES WHAT HE/SHE LEARNS IN MUSIC ACROSS SUBJECT AREAS; DEVELOPS COMPETENCIES AND CREATIVE SKILLS IN PROBLEM SOLVING, COMMUNICATION, MANAGEMENT SKILLS AND USE OF TIME AND RESOURCES; LEARNS ABOUT CAREERS IN AND RELATED TO MUSIC.</b>		5.0			
5.1	Analyzes the role and function of music in media, philosophy, culture, and other disciplines.		5.1		Personal communication	
5.2	Describes career options in music.		5.2		Personal communication	
5.3	Identifies and explains the various factors involved in pursuing musical careers.		5.4		Personal communication	

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**TEACHING STRATEGIES AND PROCEDURES**

- Instructor-directed rehearsal
- Guest speaker
- Clinicians/Conductors
- Group work
- Individual practice
- Modeling through listening
- Ensemble development
- Musical Analysis
- Lecture
- Performance

**GRADING GUIDELINES**

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.