

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE TITLE: SYMPHONIC BAND

CBEDS ASSIGNMENT
CODE: 2300

COURSE CODE: V0932p

GRADE LEVEL: 9-12

COURSE LENGTH: One Year

PREREQUISITE: Prior experience on a woodwind, brass or percussion instrument and/or instructor approval

CREDIT: 10 credits

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

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, 2.10, 2.12, 3.2, 3.4, 3.8, 3.9, 3.11, 3.12, 4.1-4.6, 5.1, 5.2, 5.4

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COURSE DESCRIPTION: Symphonic Band performances introduce the more qualified instrumentalist to advanced and challenging band literature of several styles and musical periods. The band performs for several school and community activities throughout the year and offers a wide range of musical and social activities. 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 affects 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 Symphonic 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
SYMPHONIC BAND

CAHSEE Standards & Benchmarks Standards Based Test (CST) Assessment Timeline

<p>1.0 STUDENT LISTENS TO, ANALYZES, AND DESCRIBES MUSIC USING MUSIC TERMINOLOGY.</p> <p>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.</p>	<p>N/A</p>	<p>1.0</p> <p>1.1</p>	<p>N/A</p>	<p>Personal Communication</p>	<p>10% of class time</p>
<p>2.0 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.</p> <p>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).</p> <p>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: 4, scale of 1 – 6)</p>	<p>N/A</p>	<p>2.0</p> <p>2.1</p> <p>2.10</p>	<p>N/A</p>	<p>Performance assessment</p> <p>Performance assessment</p>	<p>55% of class time</p>

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<p>2.3 Performs solo and in large and small groups.</p>		2.12		Performance Assessment	
<p>3.0 STUDENT ANALYZES THE HISTORICAL AND CULTURAL SIGNIFICANCE OF STYLES OF MUSIC THROUGHOUT THE WORLD.</p>	N/A	3.0	N/A		10% of class time
<p>3.1 Identifies and explains the various roles that musicians perform, cites representative individuals who have functioned in each role, and explains their active activities and achievements.</p>		3.2		Personal Communication	
<p>3.2 Performs music from various cultures and time periods.</p>		3.4		Personal Communication	
<p>3.3 Compares and contrasts the social function of a variety of music forms in various cultures and time periods.</p>		3.8		Personal communication	
<p>3.4 Performs music from a variety of cultures and historical periods.</p>		3.9		Performance assessment	
<p>3.5 Compares and contrasts music styles in various genres.</p>		3.11		Personal Communication	
<p>3.6 Analyzes the stylistic features of a given musical work that defines its aesthetic tradition and its historical or cultural context.</p>		3.12		Personal communication	

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<p>4.0 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.</p>	<p>N/A</p>	<p>4.0</p>	<p>N/A</p>		<p>20% of class time</p>
<p>4.1 Develops specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions and arrangements.</p>		<p>4.1</p>		<p>Personal communication Performance assessment</p>	
<p>4.2 Develops specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions and arrangements and improvisations and applies that criteria in personal music participations.</p>		<p>4.2</p>		<p>Performance assessment</p>	
<p>4.3 Evaluates a performance, composition, arrangement or improvisation by comparing it to exemplary models.</p>		<p>4.3</p>		<p>Constructed response</p>	
<p>4.4 Explains how people in a particular culture use and respond to specific musical works from that culture.</p>		<p>4.4</p>		<p>Personal Communication</p>	
<p>4.5 Describes the means used to create images or evoke feelings and emotions in musical works from various cultures.</p>		<p>4.5</p>		<p>Personal communication</p>	

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4.6	Evaluates a specific musical work in terms of its aesthetic qualities.		4.6		Personal communication	
5.0	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.	N/A	5.0	N/A		5% of class time
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
- Group worker
- Individual practice
- Modeling through lecture
- Performance

GRADING GUIDELINES

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