

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**

**CONTENT STANDARDS INFORMATION PAGE**

Course Title: BEGINNING/INTERMEDIATE BAND (Course #650)	
Rationale:	
Course Description: This course is designed for freshman students. It is an introductory course in instrumental music at the high school level. This course is also designed for those music students who are past the beginning stage but do not qualify for the advanced unit. All or some of the students in this band may be used in performance of the advanced band from time to time. May be repeated for credit.	
Length of Course:	Semester or Year
Grade Level:	9 - 12
Credit: 5 units per semester <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input checked="" type="checkbox"/> Meets CSUS requirements <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	Permission of instructor
Department(s):	Visual and Performing Arts
District Sites:	EDHS, ORHS
Board of Trustees Adoption Date:	April 10, 2001
Textbook/Instructional Materials	Miscellaneous Instructional Materials
Date Adopted by the Board of Trustees:	June 9, 1998 (in lieu of)

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
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**Alignment of the EDUHSD Courses of Study**  
**with State/National Content Standards**

Department: Visual and Performing Arts

Grade Level: 9 - 12

Course: **Music** - Beginning/Intermediate Band

**“Big Idea” (Theme)**

Student will understand the basic elements of music.

**State/National Standards**

ARTISTIC PERCEPTION -

Standard 1: The student demonstrates an understanding of music by analyzing and interpreting what is presented in the music or performance.

**Give examples of student work that demonstrates mastery of this standard**

1. Students recognize the elements of music (melody, harmony, rhythm, form, texture, dynamics, timbre) in given examples.
2. Students identify and define standard notational symbols for the reading and writing of music.
3. Students analyze and describe how the elements of music are used to express an idea/feeling.

**Identify best practices used to teach standard**

Instruction on elements of band literature and methods (form, expression, style).

Students will critique their own performances.

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Students will perform music expressively.

**State/National Standards**

CREATIVE EXPRESSION -

Standard 2: The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and activities of the musician/performer and composer/arranger.

**Give examples of student work that demonstrates mastery of this standard**

1. Students will perform on an instruction with expression and technical accuracy.
2. Students will demonstrate how the elements of music are used to express an idea or feeling.

**Identify best practices used to teach standard**

Instruction on elements of band literature (form, expression, style, dynamics).

Students/Instructor will critique own performances and others.

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**“Big Idea” (Theme)**

Students will perform music from a variety of styles and time periods.

**State/National Standards**

HISTORICAL AND CULTURAL CONTEXT -

Standard 3A: The student demonstrates an understanding of major music traditions and styles from a variety of times and places.

**Give examples of student work that demonstrates mastery of this standard**

1. Students will perform music from band literature and methods.
2. Students will perform band literature and methods identifying cultural and historical characteristics.

**Identify best practices used to teach standard**

Students practice/rehearse to improve expression and technical accuracy a varied repertoire of band literature and methods.

Lecture.

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**“Big Idea” (Theme)**

Students will understand the cultural influences of music.

**State/National Standards**

HISTORICAL AND CULTURAL CONTEXT -

Standard 3B: The student will demonstrate understanding that music and musicians reflect, play a role in, and influence culture.

**Give examples of student work that demonstrates mastery of this standard**

1. Students will play/perform music of various cultures.
2. Students will identify music of various cultures.

**Identify best practices used to teach standard**

Students will observe video presentations.

Students will listen to recordings.

Students will perform.

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**“Big Idea” (Theme)**

Responding to, analyzing, and making judgments about works and performances.

**State/National Standards**

AESTHETIC VALUING -

Standard 4A: The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of musical composition and performance.

**Give examples of student work that demonstrates mastery of this standard**

1. Students will listen to recorded and live performances using specific criteria.
2. Students will analyze components of performed music.

**Identify best practices used to teach standard**

Students will critique other groups.

Students will evaluate and provide rehearsal feedback.

Students shall listen to written and tape comments of performances.

Students will interact with other musicians through rehearsal and performance.

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Responding to, analyzing, and making judgments about works and performances.

**State/National Standards**

AESTHETIC VALUING -

Standard 4B: The student demonstrates an understanding of structure and meaning in music.

**Give examples of student work that demonstrates mastery of this standard**

1. Students listen to, analyze, and discuss the form, content, style, techniques, and the purposes of works in music.

**Identify best practices used to teach standard**

Students will critique each other.

Students will evaluate and provide rehearsal feedback.

Students will interact with other musicians through rehearsal and performance.

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Student will understand relationships between music and other disciplines.

**State/National Standards**

CONNECTIONS, RELATIONS, APPLICATIONS -

Standard 5: The student will explain the connection between music and other art forms and subject areas.

**Give examples of student work that demonstrates mastery of this standard**

1. Students will recognize the relationship between mathematics and rhythm in music.
2. Student will apply basic properties of physics when playing their instrument, i.e. pitch, intonation, articulation.

**Identify best practices used to teach standard**

Instruction on rhythmic elements, i.e. counting and subdivision.

Instruction on matching pitch, changing pitch (different wind speed).

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