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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Advanced Band: Concert Band

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EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Band: Concert Band**

Course Number: **0656**

Artistic Perception

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to music. Students read, notate, listen to, analyze, and describe music and other aural information, using terminology of music.

1.1 Read an instrumental 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)

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

1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the course, students will;

1. Identify, define and demonstrate symbols and terms from musical literature, which includes but is not limited to tempo (Vivo, Allegro, Moderato, Adagio, Largo), dynamics (pp, p, mp, mf, f, ff, fp, crescendo and diminuendo), articulation (accent, marcato, staccato, tenuto), rhythm (notes and rests of the following values: whole, half, quarter, eighth, sixteenth, and dotted and triplet variations thereof), and other aspects of music notation (repeats, D.S/D.C al Coda/al Fine, style markings such as legato, leggiero, maestoso)

2. Develop musical vocabulary through rehearsal, dialogue and performance of musical exercises and literature.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

May include but not limited to:

Direct Instruction

Immediate and Specific Feedback

Student Modeling and Peer Tutoring

Small Group Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Primary Source Documents and Recordings

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include but not limited to:

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection

Individual Assessment (Parts, Sight-reading, Memorization)

Summative:

Concert and Festival Performances

Formal Authentic Assessment

Variety of Quizzes and Tests

Individual Assessment (Parts, Sight-reading, Memorization)

Key Assignments:

Scale Testing - major and minor scales and arpeggios

Seating Auditions - prepared pieces and sight-reading

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

One-on-one instruction

Peer tutoring

Audio-visual supports

Web Based Programs or Videos (for additional reinforcement)

Modified Pacing/Requirements

Modified Seating

Student-Parent Conference

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Creative Expression

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Creative Expression: Students apply instrumental musical skills in performing a varied repertoire of music.

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)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the course, students will;

1. Perform varied instrumental repertoire with expression (phrasing, vibrato, rubato), technical accuracy (tonguing, fingering, sticking, correct posture and body placement, accuracy to the printed material), tone quality (characteristic tone for their instrument), and articulation (tonguing, breath, stick control).
2. Perform in a variety of settings (school concerts, concert festivals, and possibly community events)

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

May include but not limited to:

Direct Instruction
Student Modeling and Peer Tutoring
Small Group Instruction
Think, Pair, Share
Critical Reading Strategies
Tracking and Decoding
Use of Primary Source Documents and Recordings

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include but not limited to:

Formative:
Class Discussion
Informal Authentic Assessment
Student Reflection
Individual Assessment (Parts, Sight-reading, Memorization)

Summative:

Concert and Festival Performances

Formal Authentic Assessment

Variety of Quizzes and Tests

Individual Assessment (Parts, Sight-reading, Memorization)

Key Assignments:

Fall Concert

Winter Concert

Spring Concert

Concert Festival

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

One-on-one instruction

Peer tutoring

Audio-visual supports

Web Based Programs or Videos (for additional reinforcement)

Modified Pacing/Requirements

Modified Seating

Student-Parent Conference

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Historical and Cultural Context

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

3.1: Identify the sources of musical genres.

3.2: Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

3.3: Diversity of music. Describe the differences between repertoire styles.

3.4: Perform music from various cultures and time periods.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the course, students will;

1. Perform, on their instruments, musical literature and arrangements thereof from varied cultures, genres, and time periods which may include but is not limited to: marches, fanfares, overtures, ballads, programmatic music, absolute music, music originating from the time periods of Renaissance, Baroque, Classical, Romantic, and 21st Century or Contemporary music.

2. Identify instruments used in various cultures and genres.

3. Distinguish between music from various cultures and genres by identifying instrumentation, form, style, and any other characteristics applicable to each genre, culture, or time period.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

May include but not limited to:

Direct Instruction

Student Modeling and Peer Tutoring

Small Group Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Primary Source Documents and Recordings

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include but not limited to:

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection
Individual Assessment (Parts, Sight-reading, Memorization)

Summative:
Concert and Festival Performances
Formal Authentic Assessment
Variety of Quizzes and Tests
Individual Assessment (Parts, Sight-reading, Memorization)

Key Assignments:
Discussion of current repertoire for performance
Concert reports

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

One-on-one instruction
Peer tutoring
Audio-visual supports
Web Based Programs or Videos (for additional reinforcement)
Modified Pacing/Requirements
Modified Seating
Student-Parent Conference

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Aesthetic Valuing

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Aesthetic Valuing: Responding to, analyzing, and making judgements about works of music. Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities and human responses.

4.1: Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply those criteria in personal participation in music.

4.2: Evaluate a performance, composition and arrangement by comparing each with an exemplary model.

4.4: Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the course, students will;

1. Critically analyze and evaluate musical performances, compositions and arrangements, by developing specific criteria based on encounters with established criteria and personal experience. Students may develop checklists, rubrics, or analysis in narrative form, verbal or written.

2. Attend and critically evaluate performances of selves and/or peers and/or professionals.

3. Listen to and evaluate musical recordings in comparison with their own performance. Recordings may be accessed via the internet, teacher-provided, or otherwise.

4. Describe verbally and/or in writing how composers and performers use instrumentation, key/mode, style, form, dynamics and other expressions to create or evoke feelings and emotions in musical works

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

May include but not limited to:

Direct Instruction

Student Modeling and Peer Tutoring

Small Group Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Primary Source Documents and Recordings

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include but not limited to:

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection
Individual Assessment (Parts, Sight-reading, Memorization)

Summative:
Concert and Festival Performances
Formal Authentic Assessment
Variety of Quizzes and Tests
Individual Assessment (Parts, Sight-reading, Memorization)

Key Assignments:
Concert Reflections

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

One-on-one instruction
Peer tutoring
Audio-visual supports
Web Based Programs or Videos (for additional reinforcement)
Modified Pacing/Requirements
Modified Seating
Student-Parent Conference

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Connections, Relationships and Applications

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Connections, Relationships, and Applications: Connecting and applying what is learned in music to learning in other art forms and subject areas and careers. Students apply what they learned in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skill. They also learn about careers in and related to music.

5.1: Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of this course, students will;

1. Students will identify ways in which principals and subject matter of other disciplines in school interrelate with those of music, such as historical/political context, use of contrast, balance, form, writing and revising, improvisation, critique
2. Students will be exposed to community musical resources and programs, especially those pertaining to musical participation after high school (community, state, and private college music program, community music ensembles)
3. Students will be exposed to career opportunities in music (performing, composing, teaching, business management, recording)

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

May include but not limited to:

Direct Instruction
Student Modeling and Peer Tutoring
Small Group Instruction
Think, Pair, Share
Critical Reading Strategies
Tracking and Decoding
Use of Primary Source Documents and Recordings

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include but not limited to:

Formative:
Class Discussion
Informal Authentic Assessment

Student Reflection
Individual Assessment (Parts, Sight-singing, Memorization)

Summative:
Concert and Festival Performances
Formal Authentic Assessment
Variety of Quizzes and Tests
Individual Assessment (Parts, Sight-singing, Memorization)

Key Assignments/Events:
Field trips - festivals, college visits
Clinicians and guests

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

One-on-one instruction
Peer tutoring
Audio-visual supports
Web Based Programs or Videos (for additional reinforcement)
Modified Pacing/Requirements
Modified Seating
Student-Parent Conference