

NORTHERN YORK COUNTY SCHOOL DISTRICT

**BAND**

March 26, 2004

## **BAND**

### **PHILOSOPHY**

The content of the instrumental music program is based upon accepted music education strategies, recommended descriptions, current standards and traditional practices. This curriculum has been adapted to the school and community it serves, and is based on the accepted precepts of child development.

Music experiences should be appropriate and contribute to physical, intellectual, creative, aesthetic, social and emotional development. The curriculum and method must be oriented to the student's musical growth and relationship to the ensemble, allowing for the discovery, development, and use of the concepts of musical organization.

Instrumental music education teaches the fundamentals of music, as well as those inherent characteristics which improve the quality of life.

## **COURSE OF STUDY**

- A. Course Title: Band
- B. Grade Level: 9-12
- C. Length of Course:
  - 1. Frequency – 6 days per 6 day cycle
  - 2. Duration – full year
  - 3. Length – 42 minutes
- D. Academic Level: All levels
- E. Credits: 1.0
- F. Prerequisites: Band is available to any student who can demonstrate a degree of proficiency on a band instrument resulting from previous instrumental experience, through an audition, or by professional recommendation.
- G. Textbook: Method books, printed repertoire
- H. Course Description: The course develops student instrumental music skills and techniques resulting in a collective group of instrumentalists which forms the band. The band plays vital roles in academic, social, home, school and community life. Band provides the vehicle necessary to experience the standard literature of concert, marching (parade and field), solo and ensemble instrumental music. It also introduces the standard repertoire of visual presentations, including marching maneuvers, skills, and techniques. These musical and visual considerations are combined in public performances.

## **Expected Levels of Achievement**

Students in the instrumental music program, grades 9-12, should:

- A. Be able to perform music alone and with others
- B. Be able to independently and collectively interpret, create and improvise music.
- C. Be able to use the vocabulary and notation of music.
- D. Be able to respond to music aesthetically, intellectually, physically and emotionally.
- E. Be acquainted with a wide variety of music, music styles and genres.
- F. Be able to understand the uses and influences of music in the lives of others.
- G. Be able to make aesthetic judgments based on critical listening and analysis.
- H. Develop a commitment to both the individual and group responsibilities of ensemble music.
- I. Develop an interest in supporting the musical life of the home, school and community.
- J. Be able to continue their musical learning independently.

## **Procedures for Evaluation**

- A. Teacher evaluation of performance in ensemble.
- B. Teacher/instructor evaluation of individual performance
- C. Peer evaluation of individual performance, using participation assessment rubric.
- D. Participation in rehearsal and performance.
- E. Evaluation of affective classroom behaviors.
- F. Written worksheets, quizzes, and assignments.
- G. Audition criteria, using performance assessment rubrics.
- H. Evaluation of equipment, uniform, music maintenance.
- I. Student self-evaluation.
- J. Concert reviews and analysis.
- K. Analysis of music, using elements and principals rubric.

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Core Concept: Instrumental music playing skills; demonstrating a sequential progression and advancement of instrumental techniques.

**Standard 9.1.12: Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**

| NUMBER  | STANDARD/BENCHMARK   | STUDENT PERFORMANCE<br>LEARNING EXPERIENCES   | PROCEDURES FOR<br>ASSESSMENT   | RESOURCES  |
|---|--|---|--|--|
| 9.1.12A<br><i>Know and use the elements and principles of each art form to create works in the arts and humanities.</i> | <p>Know &amp; use tonalities, (major/minor scales, pentatonic, blues, modal, chromatic, whole tone scales) &amp; the 40 PAS standard rudiments.</p> <p>Know &amp; use transposition skills &amp; concepts of music theory.</p> | <p><b><i>The students will:</i></b></p> <p>Memorize &amp; play all major &amp; minor scales</p> <p>Memorize &amp; play chromatic scales</p> <p>Memorize &amp; play rudiments</p> <p>Perform in audition process.</p> <p>Discuss &amp; study other scale types.</p> <p>Transpose scales from concert key.</p> <p>Relate scales to chord structures &amp; key signatures.</p> | <p>Teacher evaluation of performance in ensemble</p> <p>Teacher/instructor evaluation of individual performance</p> <p>Peer evaluation of individual performance, using participation assessment rubric</p> <p>Participation in rehearsal and performance</p> <p>Evaluation of affective classroom behavior</p> <p>Written worksheets, quizzes and assignments</p> <p>Audition (mid-term) criteria, using performance assessment rubrics</p> <p>Evaluation of equipment, uniform, music maintenance</p> <p>Student self-evaluation</p> | <p>Music literature as catalogued in music library</p> <p>Teacher prepared materials</p> <p>Solo/ensemble method publications</p> <p>Audio/video recordings</p> <p>Guest lecturers, instructors, artists</p> <p>Published music samples</p> <p>Electronic tuners, metronomes and computer software</p> <p>Breathing exercises</p> <p>Mouthpiece visualizer</p> <p>Ensemble chorales</p> <p>Appropriate instruments &amp; equipment</p> |

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|---|---|---|--|--|
| 9.1.12A<br>9.1.12B<br><i>Know and use the elements and principles of each art form to create works in the arts and humanities.</i><br><b>AND</b><br><i>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> | Know acoustical properties of instruments & music.<br><br>Demonstrate a knowledge of the concept of melody & harmony. | <b><i>The students will:</i></b><br>Discuss & demonstrate acoustical properties of wind & percussion instruments<br><br>Play chorale exercises.<br><br>Play standard scales.<br><br>Practice melodic etudes.<br><br>Sing melodic lines.<br><br>Recognize consonance & dissonance.<br><br>Identify basic chord structures. | Teacher evaluation of performance in ensemble<br><br>Teacher/instructor evaluation of individual performance<br><br>Peer evaluation of individual performance, using participation assessment rubric<br><br>Participation in rehearsal and performance<br><br>Evaluation of affective classroom behavior<br><br>Written worksheets, quizzes, and assignments<br><br>Audition (mid-term) criteria, using performance assessment rubrics<br><br>Evaluation of equipment, uniform, music maintenance<br><br>Student self-evaluation | Music literature as catalogued in music library<br><br>Teacher prepared materials<br><br>Solo/ensemble method publications<br><br>Audio/visual recordings<br><br>Guest lecturers/instructors/artists<br><br>Published music samples<br><br>Electronic tuners, metronomes and computer software<br><br>Breathing exercises<br><br>Mouthpiece visualizer<br><br>Ensemble chorales<br><br>Appropriate instruments & |

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|--------|--------------------|---|------------------------------|-----------|
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| <p>9.1.12A<br/>9.1.12B</p> <p><i>Know and use the elements and principles of each art form to create works in the arts and humanities.</i></p> <p><b>AND</b></p> <p><i>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i></p> | <p>Identify and demonstrate proper technique, pitch recognition and note production</p> <p>Reproduce and identify written rhythms</p> | <p><b><i>The students will:</i></b></p> <p>Play/practice (individual, section, ensemble)</p> <p>Identify, play and repeat correct pitches</p> <p>Sing and verbalize</p> <p>Drill by repetition</p> <p>Repeat idiomatic rhythms</p> <p>Tap with steady pulse</p> <p>Read and verbalize rhythms/subdivision</p> <p>Read and clap given rhythmic motives</p> <p>Write/notate rhythmic realization</p> <p>Create spontaneous rhythms</p> <p>Employ new mnemonic and syllabic techniques</p> <p>Play and practice appropriate exercises</p> <p>Drill by repetition</p> | <p>Teacher evaluation of performance in ensemble</p> <p>Teacher/instructor evaluation of individual performance</p> <p>Peer evaluation of individual performance, using participation assessment rubric</p> <p>Participation in rehearsal and performance</p> <p>Evaluation of affective classroom behavior</p> <p>Written worksheets, quizzes and assignments</p> <p>Audition (mid-term) criteria, using performance assessment rubrics</p> <p>Evaluation of equipment, uniform, music maintenance</p> <p>Student self-evaluation</p> | <p>Music literature as catalogued in music library</p> <p>Teacher prepared materials</p> <p>Solo/ensemble method publications</p> <p>Audio/video recordings</p> <p>Guest lecturers, instructors, artists</p> <p>Published music samples</p> <p>Electronic tuners, metronomes and computer software</p> <p>Breathing exercises</p> <p>Mouthpiece visualizer</p> <p>Ensemble chorales</p> <p>Appropriate instruments &amp; equipment</p> |
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|--------|--------------------|---|------------------------------|-----------|
|--------|--------------------|---|------------------------------|-----------|



|   |   | LEARNING EXPERIENCES   | ASSESSMENT  |  |
|---|---|--|---|--|
| <b>9.1.12B</b><br><i>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> | <p>Accurately interpret and demonstrate an understanding of meter signatures and tempo indications.</p> <p>Develop an understanding of musical phrasing and expression.</p> | <p><b><i>The students will:</i></b></p> <p>Play in all standard meters, odd meters, multimeters, simple/compound meters, and polymeter.</p> <p>Play passages at varying tempi.</p> <p>Identify all tempo markings.</p> <p>Match standard metronomic settings.</p> <p>Use aural and visual tempo aids.</p> <p>Emulate examples of expressive performance.</p> <p>Practice breathing exercises.</p> <p>Place phrase markings in music and interpret.</p> | <p>Teacher evaluation of performance in ensemble</p> <p>Teacher/instructor evaluation of individual performance</p> <p>Peer evaluation of individual performance, using participation assessment rubric</p> <p>Participation in rehearsal and performance</p> <p>Evaluation of affective classroom behavior</p> <p>Written worksheets, quizzes and assignments</p> <p>Audition (mid-term) criteria, using performance assessment rubrics</p> <p>Evaluation of equipment, uniform, music maintenance</p> <p>Student sel-evaluation</p> | <p>Music literature as catalogued in music library</p> <p>Teacher prepared materials</p> <p>Solo/ensemble method publications</p> <p>Audio/video recordings</p> <p>Guest lecturers, instructors, artists</p> <p>Published music samples</p> <p>Electronic tuners, metronomes and computer software</p> <p>Breathing exercises</p> <p>Mouthpiece visualizer</p> <p>Ensemble chorales</p> <p>Appropriate instruments &amp; equipment</p> |

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Core Concept: Instrumental music playing skill; demonstrating a sequential progression and advancement of instrumental techniques.

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|---|---|---|---|--|
| <b>9.1.12B</b><br><i>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> | <p>Demonstrate good posture, diaphragmatic support, and breath control.</p> <p>Exhibit correct embouchure.</p> <p>Exhibit correct sticking techniques.</p> <p>Perform in solo and ensemble environments using accepted staging, performance techniques, and presence.</p> | <p><b><i>The students will:</i></b></p> <p>Practice breathing/warm-up exercises.</p> <p>Practice proper carriage in sitting/standing, playing and marching positions.</p> <p>Practice diaphragm strengthening and condition exercises.</p> <p>Practice &amp; play with correct mouth/mouthpiece placement.</p> <p>Practice and play with accepted grips.</p> <p>Drill by repetition.</p> <p>Play in performances of small/large ensembles.</p> <p>Play as a soloist of with piano/ensemble/recorded accompaniment.</p> <p>Perform in audition process.</p> <p>Practice indoor/outdoor staging techniques.</p> <p>Discuss visual aspects of musical performance.</p> | <p>Teacher evaluation of performance in ensemble</p> <p>Teacher/instructor evaluation of individual performance</p> <p>Peer evaluation of individual performance, using participation assessment rubric</p> <p>Participation in rehearsal and performance</p> <p>Evaluation of affective classroom behavior</p> <p>Written worksheets, quizzes and assignments</p> <p>Audition (mid-term) criteria, using performance assessment rubrics</p> <p>Evaluation of equipment, uniform, music maintenance</p> <p>Student sel-evaluation</p> | <p>Music literature as catalogued in music library</p> <p>Teacher prepared materials</p> <p>Solo/ensemble method publications</p> <p>Audio/video recordings</p> <p>Guest lecturers, instructors, artists</p> <p>Published music samples</p> <p>Electronic tuners, metronomes and computer software</p> <p>Breathing exercises</p> <p>Mouthpiece visualizer</p> <p>Ensemble chorales</p> <p>Appropriate instruments &amp; equipment</p> |

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|---|---|--|--|--|
| <b>9.1.12B</b><br><i>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> | <p>Demonstrate marching techniques appropriate to parade and field band performances.</p> <p>Demonstrate a response to music through movement</p> | <p><b><i>The students will:</i></b></p> <p>Practice glide step technique.</p> <p>Practice/drill standard repertoire of marching maneuvers.</p> <p>Practice music/visual coordination appropriate to field show/parade performance.</p> <p>Emulate recorded video examples.</p> <p>Drill to recorded music.</p> <p>Drill by repetition.</p> <p>Coordinate music &amp; drill design choreography</p> | <p>Teacher evaluation of performance in ensemble</p> <p>Teacher/instructor evaluation of individual performance</p> <p>Peer evaluation of individual performance, using participation assessment rubric</p> <p>Participation in rehearsal and performance</p> <p>Evaluation of affective classroom behavior</p> <p>Written worksheets, quizzes and assignments</p> <p>Audition (mid-term) criteria, using performance assessment rubrics</p> <p>Evaluation of equipment, uniform, music maintenance</p> <p>Student self-evaluation</p> | <p>Music literature as catalogued in music library</p> <p>Teacher prepared materials</p> <p>Solo/ensemble method publications</p> <p>Audio/video recordings</p> <p>Guest lecturers, instructors, artists</p> <p>Published music samples</p> <p>Electronic tuners, metronomes and computer software</p> <p>Breathing exercises</p> <p>Mouthpiece visualizer</p> <p>Ensemble chorales</p> <p>Appropriate instruments &amp; equipment</p> |

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## Music

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|---|---|---|---|--|
| 9.1.12.C<br><i>Integrate and apply advanced vocabulary to the art forms.</i>  | Demonstrate a knowledge of musical notation & vocabulary  | <b><i>The students will:</i></b><br>Discuss manuscript & published compositions<br><br>Identify musical symbols, terminology & markings.<br><br>Edit the musical symbols & markings of printed music. | Teacher evaluation of performance in ensemble<br><br>Teacher/instructor evaluation of individual performance<br><br>Peer evaluation of individual performance, using participation assessment rubric<br><br>Participation in rehearsal and performance<br><br>Evaluation of affective classroom behavior<br><br>Written worksheets, quizzes and assignments | Music literature as catalogued in music library<br><br>Teacher prepared materials<br><br>Appropriate solo/ensemble printed music & method books.<br><br>Audio/video recordings<br><br>Guest lecturers, instructors, artists<br><br>Published music samples |
| 9.1.12D<br><i>Demonstrate specific styles in combination through the production or performance of a unique work of art.</i> | Develop and demonstrate a varied repertoire of standard graded instrumental literature, marching (parade & field) , solo and contemporary compositions. | Rehearse and sight-read graded music.<br><br>Prepare music for performance.<br><br>Sight-read new music.<br><br>Perform in audition process.  | Audition (mid-term) criteria, using performance assessment rubrics<br><br>Evaluation of equipment, uniform, music maintenance<br><br>Student self-evaluation  | Accepted graded music list.<br><br>Media & technology resources<br><br>Appropriate instruments & equipment.<br><br>Field Trips to live performances/clinics  |
| 9.1.12G<br><i>Analyze the effect of rehearsal and practice sessions.</i>  | Discuss & demonstrate standard conducting techniques.<br><br>Development of Leadership, social & communication skills                                   | Practice conducting patterns<br><br>Practice cues, dynamics, & other conducting gestures<br><br>Establish the function & benefits of leadership responsibilities, honors & award programs             |   |  |

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**historical and cultural context appropriate for each grade level in concert with districts’ social studies, literature and language standards.**

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|--|---|---|---|--|
| <p><b>9.2.12A</b><br/><i>Explain the historical, cultural and social context of an individual work in the arts.</i></p> <p><b>9.2.12D</b><br/><i>Analyze a work of art from its historical and cultural perspective.</i></p> <p><b>9.2.12E</b><br/><i>Analyze how historical events and culture impact forms, techniques and purposes.</i></p> <p><b>9.2.12L</b><br/><i>Identify, explain and analyze common themes, forms and techniques.</i></p> | <p>Express an appreciation for the historical/ cultural/social perspectives of music</p> <p>Express an awareness of musical as a component of culture &amp; historical events</p> <p>Analyze the structure and form of musical compositions</p> | <p><b><i>The students will:</i></b><br/>Discuss the historical significance &amp; relationship of music, society &amp; culture.</p> <p>Discuss developments in music that have influenced cultural traditions &amp; customs.</p> <p>Discuss &amp; study construction of compositions.</p> | <p>Teacher evaluation of performance in ensemble</p> <p>Teacher/instructor evaluation of individual performance</p> <p>Participation in rehearsal and performance</p> <p>Written worksheets, quizzes and assignments</p> <p>Student self-evaluation</p> <p>Concert reviews &amp; analysis</p> | <p>Music literature as catalogued in music library</p> <p>Teacher prepared materials</p> <p>Appropriate solo/ensemble printed music &amp; method books.</p> <p>Audio/video recordings</p> <p>Guest lecturers, instructors, artists</p> <p>Published music samples</p> <p>Accepted graded music list.</p> <p>Media &amp; technology resources</p> <p>Appropriate instruments &amp; equipment.</p> <p>Field Trips to live performances/clinics</p> |

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|---|---|---|---|---|
| 9.4.12B<br>9.4.12C<br><i>Describe and analyze the effects that works in the arts have on groups, individuals and the culture.</i><br><b>AND</b><br><i>Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</i> | Describe music as a fine art.<br><br>Analyze visual aspects of musical performance. | <b><i>The students will:</i></b><br>Discuss artistic implications of musical composition & criteria for longevity<br><br>Analyze & discuss video performances.<br><br>Observe musical performances. | Teacher evaluation of performance in ensemble<br><br>Teacher/instructor evaluation of individual performance<br><br>Participation in rehearsal and performance<br><br>Written worksheets, quizzes and assignments<br><br>Student self-evaluation<br><br>Concert reviews & analysis<br><br>Analyze music with elements & principles rubric | Music literature as catalogued in music library<br><br>Teacher prepared materials<br><br>Appropriate solo/ensemble printed music & method books.<br><br>Audio/video recordings<br><br>Guest lecturers, instructors, artists<br><br>Published music samples<br><br>Accepted graded music list.<br><br>Media & technology resources<br><br>Appropriate instruments & equipment.<br><br>Field Trips to live performances/clinics |