NORTHERN YORK COUNTY SCHOOL DISTRICT

BAND

March 26, 2004

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

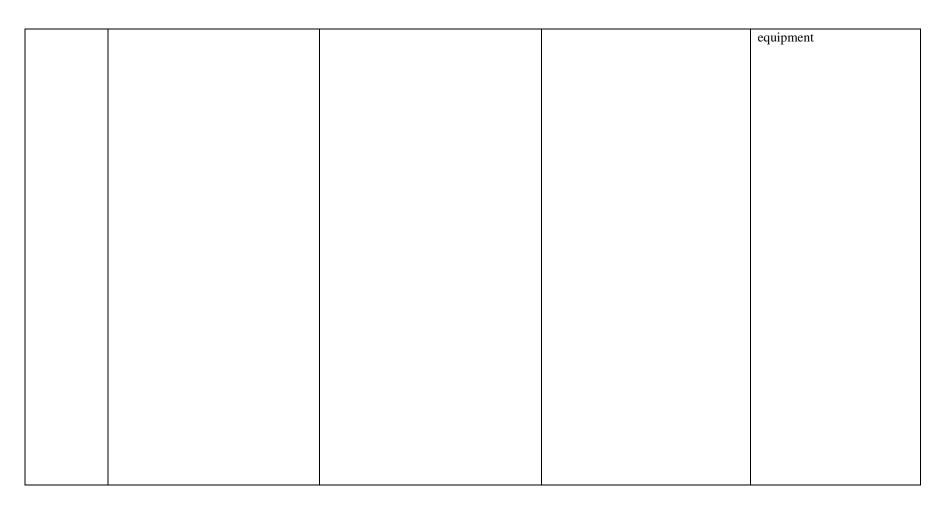
- A. Teacher evaluation of performance in ensemble.
- B. Teacher/instructor evaluation of individual performance
- C. Peer evaluation of individual performance, using participation assessment rubric.
- D. Participation in rehearsal and performance.
- E. Evaluation of affective classroom behaviors.
- 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.

Content: BAND

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

Content: BAND

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



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|--------|--------------------|----------------------|----------------|-----------|
| | | LEARNING EXPERIENCES | ASSESSMENT | |

| 9.1.12A | Play with characteristic tone | The students will: | Teacher evaluation of | Music literature as |
|---|-------------------------------|---|--|-------------------------------------|
| 9.1.12B | quality, in both individual | Imitate appropriate examples | performance in ensemble | catalogued in music |
| Know and use the elements and | instrument and ensemble | | To about a standard and in a f | library |
| principles of each art form to create works in the arts and humanities. AND | contexts. | Duplicate proper mechanics of tone productions | Teacher/instructor evaluation of individual performance | Teacher prepared materials |
| Recognize, know, use and demonstrate a variety of appropriate arts elements and | | Practice appropriate exercises | Peer evaluation of individual performance, using participation assessment rubric | Solo/ensemble method publications |
| principles to produce, review and | | Play with and without accepted | | T we want to |
| revise original works in the arts. | | vibrato, when appropriate | Participation in rehearsal and performance | Audio/visual recordings |
| | | Play with correct percussion | | Guest |
| | | implement | Evaluation of affective classroom behavior | lecturers/instructors/artists |
| | Recognize and demonstrate | Play and match given pitch | Written worksheets, quizzes, and | Published music samples |
| | accurate intonation | standards | assignments | Electronic tuners, metronomes and |
| | | Use aural and visual tuning aids | Audition (mid-term) criteria, using performance assessment | computer software |
| | | Discriminate between accurate and inaccurate tuning | rubrics | Breathing exercises |
| | | and maccurate tuning | Evaluation of equipment, uniform, music maintenance | Mouthpiece visualizer |
| | | | manufacture manufa | Ensemble chorales |
| | | | Student self-evaluation | |
| | | | | Appropriate instruments & equipment |

Content: BAND

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 | PROCEDURES FOR | RESOURCES |
|--------|--------------------|----------------------|----------------|-----------|
| | | LEARNING EXPERIENCES | ASSESSMENT | |

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

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| NUMBER | STANDARD/BENCHMARK | STUDENT PERFORMANCE | PROCEDURES FOR | RESOURCES |
|--------|--------------------|----------------------|----------------|-----------|
| | | LEARNING EXPERIENCES | ASSESSMENT | |

| 9.1.12B | Identify and reproduce | The students will: | Teacher evaluation of | Music literature as |
|---|---------------------------------------|---|--|---|
| Recognize, know, use and demonstrate a | standard instrumental | Reproduce Standard, Staccato, | performance in ensemble | catalogued in music library |
| variety of appropriate arts elements and principles to produce, review and revise original works | articulations | Legato, Marcatto, Tenuto, Tenuto Staccato, Broad Accents, Short Accents, Slur | Teacher/instructor evaluation of individual performance | Teacher prepared materials Solo/ensemble method |
| in the arts. | | and the standard Jazz articulations | Peer evaluation of individual performance, using participation assessment rubric | publications Audio/video recordings |
| | | Use Verbal articulative substitutes | Participation in rehearsal and | Guest lecturers, instructors, artists |
| | | Practice appropriate exercises | performance Evaluation of affective | Published music samples |
| | | Drill by repetition | classroom behavior | Electronic tuners, metronomes and computer software |
| | Identify & Interpret Dynamic Markings | Reproduce full range of instrument dynamics in solo & | Written worksheets, quizzes and assignments | Breathing exercises |
| | | ensemble contexts, including pianissimo through fortissimo, | Audition (mid-term) criteria, using performance assessment | Mouthpiece visualizer |
| | | crescendo & decrescendo, and other notational devices. | rubrics | Ensemble chorales |
| | | Imitate volume levels | Evaluation of equipment, uniform, music maintenance | Appropriate instruments & equipment |
| | | Practice projection at all levels | Student self-evaluation | |
| | | Sing, Play, and practice. | | |

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

Content: BAND

Core Concept: Instrumental music playing skill; 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 | PROCEDURES FOR | RESOURCES |
|---|-----------------------------|---------------------------------|---|--|
| | | LEARNING EXPERIENCES | ASSESSMENT | |
| 9.1.12B | Play with sensitivity for | The students will: | Teacher evaluation of performance | Music literature as |
| Recognize, know, use and demonstrate a | ensemble balance and blend. | Listen to, match & play with | in ensemble | catalogued in music |
| variety of appropriate arts | | characteristics ensemble blend. | | norary |
| elements and principles to | | | Teacher/instructor evaluation of | Teacher prepared materials |
| produce, review and revise original works | | Recognize individual/ sectional | individual performance | materiais |
| in the arts. | | timbres & relative volumes. | Peer evaluation of individual | Solo/ensemble method |
| | | | performance, using participation | publications |
| | Interpret the gestures of | Respond to beat pattern in | assessment rubric | Audio/video recordings |
| | conductors. | practice/performance. | | |
| | | | Participation in rehearsal and | Guest lecturers, instructors, artists |
| | | React and play in response to | performance | mstructors, artists |
| | | interpretative movements. | Evaluation of official alasman | Published music |
| | | | Evaluation of affective classroom behavior | samples |
| | | | beliavioi | Electronic tuners, |
| | | | Written worksheets, quizzes and | metronomes and computer software |
| | | | assignments | computer software |
| | | | | Breathing exercises |
| | | | Audition (mid-term) criteria, using | Mouthpiece visualizer |
| | | | performance assessment rubrics | Wouldpiece Visualizer |
| | | | Evaluation of agricument welfares | Ensemble chorales |
| | | | Evaluation of equipment, uniform, music maintenance | Appropriate |
| | | | masic maintenance | instruments & |
| | | | Student self-evaluation | equipment |
| | | | | |

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

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| NUMBER | STANDARD/BENCHMARK | STUDENT PERFORMANCE LEARNING EXPERIENCES | PROCEDURES FOR ASSESSMENT | RESOURCES |
|---|--|---|--|---|
| 9.1.12B Recognize, know, use and demonstrate a variety of | Demonstrate memorization skills in solo and ensemble performance | The students will: Play performance by memory. | Teacher evaluation of performance in ensemble | Music literature as catalogued in music library |
| appropriate arts elements and principles to produce, review and revise original works | performance | Practice memorization through segmentation, sequential | Teacher/instructor evaluation of individual performance | Teacher prepared materials |
| in the arts. | | techniques, and memorization devices. | Peer evaluation of individual performance, using participation assessment rubric | Solo/ensemble method publications Audio/video recordings |
| | | Perform in audition process. Play solo passages by memory. | Participation in rehearsal and performance | Guest lecturers, instructors, artists |
| | | Drill by repetition. | Evaluation of affective classroom behavior | Published music samples |
| | Develop personal expression through an understanding of | Practice improvisation to chord changes. | Written worksheets, quizzes and assignments | Electronic tuners, metronomes and computer software |
| | improvisatory skills. | Practice related scale exercises. | Audition (mid-term) criteria, using performance assessment rubrics | Breathing exercises Mouthpiece visualizer |
| | | Practice related pattern exercises. | Evaluation of equipment, uniform, | Ensemble chorales |
| | | Listen to samples of improvisation. | music maintenance Student self-evaluation | Appropriate instruments & equipment |
| | | Improvise to accompaniments | | |

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

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

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

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| NUMBER | STANDARD/BENCHMARK | STUDENT PERFORMANCE | PROCEDURES FOR | RESOURCES |
|--|-------------------------------------|--|--|----------------------------|
| | | LEARNING EXPERIENCES | ASSESSMENT | |
| 9.1.12 G | Develop & demonstrate the | The students will: | Teacher evaluation of performance | Teacher Prepared |
| 9.1.12 H | function & benefits of a | Accept individual responsibility | in ensemble | Handouts, |
| Analyze the effect of rehearsal and practice sessions. AND Incorporate the | personal commitment to the ensemble | for punctuality, personal deportment, and discipline | Teacher/instructor evaluation of individual performance | schedules & exercises |
| effective and safe use of materials, equipment and tools into the production of works in the arts at work and | | Demonstrate knowledge of course syllabi, code of conduct & band handbook | Peer evaluation of individual performance, using participation assessment rubric | Community events schedules |
| performance spaces. | | nandook | assessment rubite | Scheduled |
| | | Incorporate the effective use and | Participation in rehearsal and performance | performances |
| | | care of printed music, instruments | performance | Performing arts |
| | | & uniforms | Evaluation of affective classroom | schedules |
| | | Domonstrate a respect for | behavior | schedules |
| 9.1.12I | | Demonstrate a respect for facilities & equipment | | Charts, directions |
| Distinguish among a | | racinites & equipment | Written worksheets, quizzes and | & diagrams |
| variety of regional arts events and | Know & use instrument | Review maintenance/care procedures | assignments | cc diagrams |
| resources and analyze methods of | nomenclature & care procedures | regularly | A 100 / 110 X | |
| selection and admission. | _ | regularly | Audition (mid-term) criteria, using | |
| | | Periodic inspection & cleaning | performance assessment rubrics | |
| | | Demonstrate sanitary practices for instruments. | Evaluation of equipment, uniform, music maintenance | |
| | | | Student self-evaluation | |
| | Demonstrate an appreciation | | | |
| | for student/community | Identify/participate in school & | | |
| | cultural involvement. | community arts events | | |

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

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

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|---|---|--|---|--|
| | | LEARNING EXPERIENCES | ASSESSMENT | |
| 9.3.12A 9.3.12B 9.3.12C 9.3.12E 9.3.12G Recognize critical processes used in the examination of works in the arts and humanities. AND Know that works in the arts can be described by using the arts elements, principles and | Critically examine skilled music performances Discriminate and apply criteria to make aesthetic judgments of music | The students will: Attend significant musical performances. Listen to noteworthy musicians/recordings Analyze & interpret recorded music and live performance Read, analyze and discuss | Teacher evaluation of performance in ensemble Teacher/instructor evaluation of individual performance Participation in rehearsal and performance Written worksheets, quizzes and assignments | Music literature as catalogued in music library Teacher prepared materials Appropriate solo/ensemble printed music & method books. Audio/video recordings Guest lecturers, |
| concepts. AND Know classification skills with materials and processes used to create works in the arts. AND Examine and evaluate various types of critical analysis of works in the arts and humanities. AND | Develop analytical listening skills | judgments of music critics Listen critically to live & recorded performances. Review and analyze adjudicators' evaluations. | Student self-evaluation Concert reviews & analysis Analyze music with elements & principles rubric | instructors, artists Published music samples Accepted graded music list. Media & technology resources |
| Know and demonstrate what a critic's position or opinion is related to works in the arts. | Express an appreciation for competitive & noncompetitive musical performances. | Participate and apply classification criteria in concerts, contests, parades, ensemble & solo festivals Participate in audition process | | Appropriate instruments & equipment. Field Trips to live performances/clinics |

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