

Teacher: Core Band Grades 9 - 12

Year: 2008-2009

Course: Band 9-12

Marching Band		
Content	Skills	Standards
Basics of marching Music history Music Performance	Demonstrate knowledge of basic marching steps and commands Perform a piece of music while marching Demonstrate and understanding of - - - - role in music history	1.2.A ~ perform with expression and technical accuracy a large and varied repertoire of instrumental literature. 1.2.B ~ perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills 1.2.D ~ perform with expression and technical accuracy a large and varied repertoire of instrumental literature, which includes advanced technical and interpretive skills 3.1.B ~ sight-read music which contains moderate technical demands, expanded ranges, and varied interpretive requirements
Symphonic Band		
Content	Skills	Standards
Music history Music performance Music theory Sight reading	Perform music at high level Demonstrate knowledge of the pieces place in history Demonstrate knowledge of theory in piece Demonstrate ability to sight read music	1.2.A ~ perform with expression and technical accuracy a large and varied repertoire of instrumental literature. 1.2.B ~ perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills 1.2.C ~ perform in small ensembles with one student on a part 1.2.D ~ perform with expression and technical accuracy a large and varied repertoire of instrumental literature, which includes advanced

		<p>technical and interpretive skills</p> <p>3.1.B ~ sight-read music which contains moderate technical demands, expanded ranges, and varied interpretive requirements</p> <p>3.1.E ~ sight-read, accurately and expressively, music which requires well developed technical skills</p> <p>3.1.F ~ Students will listen to, analyze, and evaluate music.</p> <p>4.1.B ~ demonstrate understanding of the technical vocabulary of music</p> <p>4.1.C ~ compare ways in which the elements of music and expressive devices are used in works of the same genre or style</p> <p>4.2.A ~ develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</p> <p>4.2.B ~ evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</p> <p>4.2.C ~ evaluate a given musical work in terms of its aesthetic qualities and explain the musical elements it uses to evoke feelings and emotions</p>
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Jazz Ensemble Practice

Content	Skills	Standards
Different styles of Jazz: Swing, Latin, Rock, and Ballad	Perform the different styles of Jazz.	

Improv	Learn to improv.	
Contest and Concerts	Prepare for contests and concerts	

Teacher: Core Jazz Band

Year: 2008-2009

Course: Jazz Band

Ensemble Practice		
Content	Skills	Standards
Different Styles of Jazz: Swing, Latin, Rock, and Ballad	Learn about and perform the different styles of Jazz	1.2.A ~ perform with expression and technical accuracy a large and varied repertoire of instrumental literature.
Improv	Demonstrate improv	1.2.B ~ perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
Contest and Concerts	Prepare for and perform at contests and concerts	1.2.C ~ perform in small ensembles with one student on a part
Sight reading	Demonstrate ability to sight read	1.2.D ~ perform with expression and technical accuracy a large and varied repertoire of instrumental literature, which includes advanced technical and interpretive skills
Performance evaluation	Demonstrate ability to analyze performance	2.1.A ~ improvise stylistically appropriate harmonizing parts 2.1.B ~ improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys 2.1.C ~ improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

2.1.D ~ improvise stylistically appropriate harmonizing parts in a variety of styles

2.1.E ~ improvise rhythmic and melodic variations on melodies in blues and modal scales

2.1.F ~ improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

3.1.B ~ sight-read music which contains moderate technical demands, expanded ranges, and varied interpretive requirements

3.1.E ~ sight-read, accurately and expressively, music which requires well developed technical skills

3.1.F ~ Students will listen to, analyze, and evaluate music.

4.1.B ~ demonstrate understanding of the technical vocabulary of music

4.2.A ~ develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music

4.2.C ~ evaluate a given musical work in terms of its aesthetic qualities and explain the musical elements it uses to evoke feelings and emotions

5.2.B ~ identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them