

SUMMIT PUBLIC SCHOOLS
Summit, New Jersey

Course of Study

HIGH SCHOOL WIND ENSEMBLE

School.....Summit High School
Department.....Music and Theater
Length of Course.....Full Year
Credit.....5.0
Grade Level.....10 – 12 (9th Graders may be admitted on a case by case basis)
Prerequisite..... 8th Grade - Audition based on Teacher Recommendation
Prerequisite9th-12th Grade – Open Audition
Date.....July 17, 2008

HIGH SCHOOL MUSIC DEPARTMENT PHILOSOPHY

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Through understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in a multicultural society. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

I. RATIONALE, DESCRIPTION, AND PURPOSE

Wind Ensemble is a full year course designed primarily to provide advanced students (grades 10-12) with an opportunity to perform technically and musically challenging repertoire, and to develop their musical knowledge and artistry at the highest-level. It builds upon the knowledge and technical skills acquired in previous instrumental ensembles. Prior instrumental music experience is required. Wind Ensemble students are expected to have reached a proficiency level on their instruments conducive to playing level IV music. The course will

continue developing technical skills applicable to their respective instrument. Band literature will continue at the IV+ level. In addition to their ensemble class, students are required to attend four pullout lessons per marking period. Attendance at all school performances during and after-school hours is mandatory. Participation in marching band is required. Private lessons are also strongly encouraged.

The Wind Ensemble, although designed as a performance-oriented class, provides the students with an in-depth study of music literature coupled with rehearsal technique leading to performance. Students will have multiple opportunities to rehearse and perform chamber music. Wind Ensemble members will participate in concerts and adjudicated activities suitable for high school musicians.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

Wind Ensemble students will:

A. Demonstrate instrumental techniques at the advanced level

NJ Visual and Performing Arts Core Curriculum Content Standards 1.2

B. Understand subdivided rhythms at grade IV and V levels and develop advanced rhythmic competency in simple, compound and asymmetrical meters

NJ Visual and Performing Arts Core Curriculum Content Standards 1.2, 1.3

C, Rehearse/perform in large and small ensembles demonstrating an advanced level of balance and blend, intonation and listening skills

NJ Visual and Performing Arts Core Curriculum Content Standards 1.2, 1.3

D. Demonstrate advanced music knowledge of all key signatures (including many modes and harmonic styles and idioms), transpositions, meters and terminology

NJ Visual and Performing Arts Core Curriculum Content Standards 1.2

E. Demonstrate aesthetic awareness in music through listening and playing advanced repertoire

NJ Visual and Performing Arts Core Curriculum Content Standards 1.1

F. Understand and critically analyze the following musical styles and eras: Renaissance, Baroque, Classical, Romantic, Modern, Jazz, and Multi-cultural

NJ Visual and Performing Arts Core Curriculum Content Standards 1.1, 1.5

G. Understand and critically analyze the life and cultural/social influences which influenced the composers and their compositions

NJ Visual and Performing Arts Core Curriculum Content Standards 1.1, 1.5

H. Evaluate and critique performances at an advanced level. Including an acceptance of constructive criticism and the ability for on-going self-evaluation.

NJ Visual and Performing Arts Core Curriculum Content Standards 1.4

III. CONTENT, SCOPE AND SEQUENCE

The Summit Music Department recognizes the diversity of our student population. Students' backgrounds as well as a range of multicultural experiences are embraced and actively related to classroom activities and performances within the total music program.

Knowledge of cognitive styles and readiness levels provides for flexibility in expectations. Varied repertoire allows our diverse students to be consistently challenged.

All band students will have the opportunity to move to the highest level through playing opportunities such as, Music Masters, Region and All-State Ensembles, Jazz Band, Pit Orchestra, Full Orchestra, Marching Band, and small group performance opportunities.

Students of the Wind Ensemble increase their musical knowledge and technical skills at an advanced level as they rehearse and prepare for performances. Wind Ensemble students will advance in:

A. Technical Skills at an advanced level

1. Good sound, breath control and intonation

2. Tune their own instrument and discern intonation in relationship to other instruments and intervals within their own section as well as the full

ensemble.

3. Demonstrate correct body and instrument posture
4. Use exercises designed to further support posture and embouchure
5. Percussionists will be proficient performing on all pitched and non-pitched instruments.

B. Scales, Articulations, Rudiments

1. Play major, minor, and chromatic scales by memory starting at quarter note equals 120 (quarter-eighth pattern) with a range appropriate to their instrument.
2. Percussionists further their abilities in advanced rudiments and scales that are in line with the NJ *All State* percussion requirements on both pitched and non-pitched instruments.
3. Play all notes on the individual instruments with dexterity

C. Rhythm and Meter Values

1. Learn to play and subdivide rhythms in grade IV+ level music
2. Play advanced repertoire in simple, compound, and asymmetrical meters
3. Continue to refine sight-reading skills.

D. Theory

1. Identify all major and minor key signatures, modes and non-common practice harmonic languages
2. Understand transpositions as it applies to the student's own instrument as well as to other instruments of the ensemble
3. Understand simple and compound meters as it applies to counting and following a conductor
4. Use advanced music terminology as it applies to tempo, dynamics, articulation, form, melody, and harmony.

E. Chamber Music Experience - All Wind Ensemble students will participate in a small ensemble (i.e. Brass, Woodwind, & Percussion)

Ensemble). In addition, all of the objectives below can be applied to the student's large ensemble rehearsal and performances.

1. Play literature that broadens the knowledge of style, harmonic architecture, instrumentation and history within the technical capabilities of the group
2. Develop the ability to rehearse and perform without a conductor after initial coaching
3. Develop an awareness of the interplay of parts
4. Display proper decorum expected during rehearsals and performance
5. Play without evidence of strain, the technical and stylistic demands of the music after instruction
6. Become familiar with music appropriate to the nature of the group

F. Historical/Cultural

1. Understand and intelligently discuss musical styles and languages from the different eras of Western art music
2. Understand and intelligently discuss the non-western influences and inspirations for compositions

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following:

A. Presentation of advanced music concepts through:

1. Visual examples
2. Aural perception exercises
3. Demonstration
4. Lecture
5. Performance and critique

B. Reinforcement of advanced instrumental concepts through:

1. Fingering exercises
2. Articulation exercises

3. Rhythm exercises

C. Analysis and discussions of advanced instrumental nuances

1. Intonation
2. Instrumental range
3. Maintenance of instrument and accessories

D. Analysis and discussion of music styles and eras

V. TECHNOLOGY

Technology is an excellent learning tool that can help enhance a music student's understanding and appreciation for music. Examples of this may include:

- A. **CD's and DVD's** – help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis
- B. **Metronomes and tuners** - help to fine-tune rehearsals and performances as well as practice sessions
- C. **Internet & radio** – serve as wonderful resources for students to explore and research different musical genres
- D. **Musical software programs** - used for musical arranging, composition, performance and recording. An essential component to enhance student learning.

VI. EVALUATION

Students will be evaluated by one or more of the following methods:

- A. Individual performance evaluations
- B. Written assessments
- C. Participation in required performances
- D. Teacher observation of:
 1. Demonstrating the ability to play the advanced musical selections taught using the principles emphasized
 2. Maintaining sound musical standards of performance
 3. Showing sensitivity in performances and in rehearsals
 4. Actively following the conductor in rehearsals/performances (large ensemble)
 5. Demonstrating advanced rehearsal/performance skills without a

conductor (small ensemble)

6. Mastery of technical skills

7. Demonstrate proper etiquette and behavior during both rehearsals and performance

Adjudication at chosen festivals

Appendix

NJ Visual and Performing Arts Standards:

1.1 Aesthetics: All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

1.2 Creation and Performance: All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

1.3 Elements and Principals: All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

1.4 Critique: All students will develop, apply and reflect upon knowledge of the process of critique.

1.5 History/Culture: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

High School Concert Band

Correlated to Standards: July 17, 2008