

Wallenpaupack Area School District Planned Course Curriculum Guide

High School Fine Arts Dept.

Band

Course Description:

Students will develop the necessary skills to perform instrumental music with accuracy and expression. They will apply these skills to the rehearsal and performance of a varied repertoire of music, in small and large ensemble settings.

Initial Creation Date – n/a

Revision date – September 27, 2023

Wallenpaupack Area School District Curriculum	
COURSE: Band	GRADE/S: 9-12
UNIT 1: Marching Band literature and performance skills	TIMEFRAME: <ul style="list-style-type: none"> • 30 hours of summer rehearsals • One 84-minute block, every other day, for the first marking period • One 40-minute sectional each week, for the first marking period

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12A – “Know and use the elements and principles of each art form to create works in the arts and humanities”

9.1.12B – “Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review and revise original works in the arts”

9.1.5C – “Know and use fundamental vocabulary within each of the art forms”

9.1.12G – “Analyze the effect of rehearsal and practice sessions”

9.1.12H – “Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts”

UNIT OBJECTIVES (SWBATS):

Students will be able to perform selected marching band literature with accuracy and expression, both individually and as an ensemble

Students will be able to perform selected marching maneuvers with accuracy, both individually and as an ensemble

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Large group rehearsals

Small group (like-instrument) rehearsals

ASSESSMENTS:

Informal, formative assessment is constant. It is given within the cycle of each rehearsal, and guides the design of upcoming instruction.

Formal assessment of the ensemble comes through public performance (football games, parades, etc)

Formal assessment of the individual comes from one graded playing exam per marking period

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Repertoire is chosen, and parts are assigned, based on students' current levels of musicianship. Advanced students have the opportunity to apply for leadership roles within the marching ensemble, or to audition for extracurricular ensembles and honors band festivals.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Marching band repertoire (changes each year)

Teacher-created worksheets – rhythm and scale sheets, etc.

KEY VOCABULARY:

Elements of music – melody, rhythm, harmony, form, texture, tempo, dynamics, tone color, affect

Notation concepts – staff, clef, note names, ledger lines, accidentals, articulations, dynamic markings

Ensemble concepts – pulse, blend, balance, intonation

Marching concepts – ready position, attention position, marking time, forward march, backward march, right and left flank, horn angles, step size, guiding, reading of drill notation

Wallenpaupack Area School District Curriculum	
COURSE: Band	GRADE/S: 9-12
UNIT 2: Winter Concert literature and performance skills	TIMEFRAME: <ul style="list-style-type: none"> • One 84-minute block, every other day, for the second marking period • One 40-minute sectional each week, for the second marking period

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>9.1.12A – “Know and use the elements and principles of each art form to create works in the arts and humanities”</p> <p>9.1.12B – “Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review and revise original works in the arts”</p> <p>9.1.5C – “Know and use fundamental vocabulary within each of the art forms”</p> <p>9.1.12G – “Analyze the effect of rehearsal and practice sessions”</p> <p>9.1.12H – “Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts”</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Students will be able to perform selected concert band literature with accuracy and expression, both individually and as an ensemble</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Large group rehearsals</p> <p>Small group (like-instrument) rehearsals</p>
<p>ASSESSMENTS:</p> <p>Informal, formative assessment is constant. It is given within the cycle of each rehearsal, and guides the design of upcoming instruction.</p> <p>Formal assessment of the ensemble comes through public performance (winter band concert)</p> <p>Formal assessment of the individual comes from one graded playing exam per marking period</p>

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Repertoire is chosen, and parts are assigned, based on students' current levels of musicianship. Advanced students have the opportunity to apply for leadership roles within the ensemble, or to audition for extracurricular ensembles and honors band festivals.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Winter concert repertoire (changes each year)

"Foundations for Superior Performance" by Richard Williams and Jeff King (Kjos Publishing, UPC 9780849770036)

Teacher-created worksheets – rhythm and scale sheets, etc.

KEY VOCABULARY:

Elements of music – melody, rhythm, harmony, form, texture, tempo, dynamics, tone color, affect

Notation concepts – staff, clef, note names, ledger lines, accidentals, articulations, dynamic markings

Ensemble concepts – pulse, blend, balance, intonation

Wallenpaupack Area School District Curriculum	
COURSE: Band	GRADE/S: 9-12
UNIT 3: Spring Concert literature and performance skills	TIMEFRAME: <ul style="list-style-type: none"> • One 84-minute block, every other day, for the third and fourth marking periods • One 40-minute sectional each week, for the third and fourth marking periods

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>9.1.12A – “Know and use the elements and principles of each art form to create works in the arts and humanities”</p> <p>9.1.12B – “Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review and revise original works in the arts”</p> <p>9.1.5C – “Know and use fundamental vocabulary within each of the art forms”</p> <p>9.1.12G – “Analyze the effect of rehearsal and practice sessions”</p> <p>9.1.12H – “Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts”</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Students will be able to perform selected concert band literature with accuracy and expression, both individually and as an ensemble</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Large group rehearsals</p> <p>Small group (like-instrument) rehearsals</p>
<p>ASSESSMENTS:</p> <p>Informal, formative assessment is constant. It is given within the cycle of each rehearsal, and guides the design of upcoming instruction.</p> <p>Formal assessment of the ensemble comes through public performance (spring band concert)</p> <p>Formal assessment of the individual comes from one graded playing exam per marking period</p>

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Repertoire is chosen, and parts are assigned, based on students' current levels of musicianship. Advanced students have the opportunity to apply for leadership roles within the ensemble, or to audition for extracurricular ensembles and honors band festivals.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Spring concert repertoire (changes each year)

"Foundations for Superior Performance" by Richard Williams and Jeff King (Kjos Publishing, UPC 9780849770036)

Teacher-created worksheets – rhythm and scale sheets, etc.

KEY VOCABULARY:

Elements of music – melody, rhythm, harmony, form, texture, tempo, dynamics, tone color, affect

Notation concepts – staff, clef, note names, ledger lines, accidentals, articulations, dynamic markings

Ensemble concepts – pulse, blend, balance, intonation