

DEPARTMENT: MUSIC	COURSE TITLE: SYMPHONY BAND COURSE NUMBER: 671
GRADE(S): 9-12	PRE-REQUISITES (IF ANY): INTERMEDIATE SKILL LEVEL

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
NOTE: Due to the nature of this performance-based course, the curriculum is divided by content rather than by units.	Year	Participation	Students will: <ul style="list-style-type: none"> • Demonstrate focused engagement in rehearsals. • Cooperate in working toward group goals. • Practice major scales and band parts alone to improve skill level. • Maintain the proper playing position. • Commit to outside of school concerts. 	<ul style="list-style-type: none"> • Observation during daily rehearsals and concerts • Attendance at concerts • Level of engaged participation in rehearsals and concerts 	Creating and Performing 1,2 Thinking and Responding 4 Connecting and Contributing 5,8
	Year	Performance	Students will: <ul style="list-style-type: none"> • Tune instrument aurally to a given pitch. • Tune instrument visually, using an electronic tuner. • Demonstrate performance skills required to play up to grade four literature, i.e. characteristic sound, all major scales, articulation, characteristic phrasing, common rhythmic patterns, use of traditional warm up exercises, understand procedures related to care of instrument. 	<ul style="list-style-type: none"> • Daily observations of students performing alone and together during rehearsals and concerts • Closer observation of progress on specific skills during sectionals • Evaluation of each student's contribution during concerts 	Creating and Performing 1,2 Thinking and Responding 3,4 Connecting and Contributing 5, 6, 8

	Year	Musicianship	<p>Students will:</p> <ul style="list-style-type: none"> • Find and adjust pitch. • Analyze and perform common rhythms in simple and compound meters. • Use various articulations as indicated to express the desired musical style. • Understand the conductor's gestures as they relate to tempo, dynamics, articulation, phrasing, and style. • Respond to other musicians in the ensemble with regard to pitch and balance. • Recognize and perform in the style appropriate for the Baroque, Classical and Contemporary periods. • Make aesthetic judgements. 	<ul style="list-style-type: none"> • Observe that student plays in tune during rehearsals and concerts. • Observe that student sightreads, demonstrating characteristic articulation, phrasing, and dynamics for the style of the work. • Observe that student contributes in an appropriate way to the overall sound of the ensemble. 	<p>Creating and Performing 1,2 Thinking and Responding 3,4 Connecting and Contributing 5, 6</p>
	Year	Literature	<p>Students will:</p> <ul style="list-style-type: none"> • Perform music up to grade three-four. • Perform music representative of the historical periods: Renaissance, Baroque, Classical, Romantic, and Contemporary. • Perform music of a variety of cultures and styles where appropriate. 	<ul style="list-style-type: none"> • Review programs from concerts 	<p>Creating and Performing 1,2 Thinking and Responding 3,4 Connecting and Contributing 5, 6, 8</p>