

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Wind Ensemble**

Date: February 2004

Subject Area: Visual & Performing Arts

Proposed Grade Level(s): 9-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: Must have 2 years experience in a school band class, or at Director's discretion

BRIEF COURSE DESCRIPTION:

The high school concert band is designed to provide opportunities for students to play instruments in a group setting and to lead a student to acquire the skills needed for satisfactory individual performance. This course offers students playing experiences through which they may achieve a proficiency in the fundamentals of musicianship and technique on their instruments. For the first quarter, the Wind Ensemble functions as a marching band, performing at a variety of athletic events and band festivals. As the fall athletic season ends, emphasis shifts to a more traditional setting of study and performance of concert band literature. Students are required to attend the scheduled public performances. Students will perform music at levels 3, 4 and 5.

GENERAL GOALS/PURPOSES:

(From the Four Cornerstones of the Visual and Performance Art Model Curriculum Standards, California State Department of Education, 1985.)

- Students will demonstrate an understanding of the communicative potential of the arts – from the expression of universal concepts through the development of artistic styles in Western and non-Western traditions and will use the arts to reinforce concepts and ideas in other subject areas.
- Students will demonstrate insights into the roles of the arts in understanding themselves and in reflecting the ideas and values of individuals as well as diverse culture. Students will demonstrate an understanding of the artistic contributions of various ethnic groups to American cultures.
- Students will demonstrate enhanced kinesthetic, aural, tactile, and visual sensibilities and an understanding of the necessary skills for artistic processes. They will demonstrate insight into the unique ability of the arts to communicate and elicit response and will engage in higher order thinking skills.
- Students will engage in creative activities that help them achieve personal insight, emotional satisfaction, and spiritual nourishment. Students will demonstrate an appreciation of their own efforts to think imaginatively and will engage in activities directed toward the refinement and mastery of artistic skills and performance/production techniques. Students will engage in activities that promote their understanding of the arts for lifelong involvement including the potential for careers.

STUDENT READING COMPONENT:

Students will read excerpts from various band/instrument technique, historical periods, and composers of different styles of music. Students will also explore and analyze the composers' intents with various works.

STUDENT WRITING COMPONENT:

Students will be required to write an essay critiquing concerts, composers, music works, etc. They will also do a comparative essay reflecting past performances.

STUDENT ORAL COMPONENT:

Regular in-class discussions will be conducted in order to assess students' understanding of new concepts that have been introduced.

DETAILED UNITS OF INSTRUCTION:

Unit I – Orientation

- A. Classroom Rules and Grading Policy - Students will understand general classroom procedures, processes, and grading standards.
- B. Course of Study, Performance Dates –
- Students will understand the course processes and performance requirements.
 - The Wind Ensemble will perform at various concerts and festivals.
- C. Obtaining Equipment and Materials - Students will understand equipment and material check-out procedures and responsibilities. If Students chooses to rent equipment, sources will be recommended.
- D. Care of Equipment and Materials –
- Students will learn appropriate use, function, and care of equipment and materials.
 - Students will develop respect for equipment and materials.
- E. Teacher/Student Goals and Expectations - Students will understand and participate in the setting of personal goals. They will also understand the teacher's expectations.
- F. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|----------------|---------------|
| responsibility | cleanliness |
| rehearsal | polish |
| performance | oil |
| respect | pride |
| practice | maintenance |
| goal setting | ownership |
| uniform | concert dress |

Unit II - Posture and Position of Equipment

- A. Importance of Posture for Breathing/Sticking –
- Students will maintain proper posture and instrument position.
 - Students will demonstrate proper deep diaphragmic breathing.
- B. Proper Hand Placement and Position - Students will demonstrate proper head, arm, hand, finger, and foot position while playing.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|-----------|----------|
| posture | position |
| grip | balance |
| breathing | sticking |

Unit III – Assembly and Care of Equipment

- A. Sequence of Steps to Put Instrument Together - Students will demonstrate proper sequence of putting their instruments together.
- B. Students will demonstrate proper care of reeds, mouthpieces, mallets, and performance attire.

- C. Care of Slides, Valves, Snare/Head Tension - Students will describe the process of caring for slides, valves, and snare/head tension.
- D. Cleaning of Equipment - Students will describe the method of cleaning required by the instrument he/she plays.
- E. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

sequence	mouthpiece sizes
assembly	reed strengths
adjustment	stick/mallet sizes

Unit IV – Tone Production

- A. Relationship of Breathing and Posture to Tone Production - Students will understand how good breath support contributes to good tone production; understand how good posture contributes to good breath support
- B. Development of the Embouchure/Hand Muscles - Students will demonstrate exercises used to develop the muscles needed in playing the instrument; understand that the development of muscles is a slow, constant process which requires them to practice.
- C. Exposure to the Sound of Characteristic Tone –
 - Students will listen to the sound of their instruments either through recordings or live demonstrations.
 - Students will play a characteristic tone within the limits of their embouchure developmental stage.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

tone	breath support
posture	embouchure
characteristic	listening
evaluation	sharp/flat
style	lip slur

Unit V – Music Reading/Music Theory

- A. Relationship of Note Symbols to Time – Students will demonstrate an understanding of the time relationship between whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and triplet figures.
- B. Relationship of Other Musical Symbols to Meaning – Students will identify meanings of dynamic markings, key signatures, time signatures, repeat signs, and any other symbols used in his/her music.
- C. Review of Note Names, Foreign Words, and Phrases – Students will translate note symbols for pitch names and Italian musical terms used in their music.
- D. Study of Scales and the Structure of Chords –
 - Students will perform scales in major and minor keys commensurate with their ability and experience.
 - Students will understand the structure of chords and their function within a musical phrase.
- E. Care of Sheet music and Method Books – Students will demonstrate proper use of a music folder or slot location for his/her music.
- F. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

beat	piano/forte	key signature
time	time signature	presto
symbol	repeat sign	allegro
whole note	pitch names	moderato
half note	tempo	andante
quarter note	responsibility	lento

eighth note	D.C./D.S.	adagio
sixteenth notes	major scales	largo
dynamics	bar line	grave
flat	measure	pianissimo
sharp	breath mark	fortissimo
natural	fermata	phrasing
double sharp/flat	double bar	chord structure
treble clef	staff	major scale
bass clef	arpeggios	minor scale
ledger lines	triplets	

Unit VI – Review of Fingering/Sticking Technique

- A. Development of Facility Through Exercise – Students will perform exercises designed to profile growth in facility within the limits of their development.
- B. Checking of Posture/Position – Students will demonstrate an understanding of the role proper playing position has in development of facility.
- C. Review of the Fingering Chart/Table of Rudiments – Students will interpret the stand-fingering chart of Table of Rudiments found in their method books.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
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| practice | repetition |
| technique | position |
| finger chart | alternate slide positions |
| alternate fingerings | rudiments |
| trills | cadences |

Unit VII – Articulation

- A. Relationship of Posture and Embouchure Position to Tonguing – Students will understand the role of posture and embouchure position to proper tonguing technique.
- B. Review of Articulation Symbols
- Students will identify the meanings of symbols used for different types of articulation and be able to perform them.
 - Students will demonstrate the different types of articulation using appropriate tonguing techniques. Brass players will be introduced to double tonguing at this level.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
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|-----------------|-----------------|
| tonguing | double tonguing |
| triple tonguing | embouchure |
| staccato | legato |
| marcato | placement |
| slur | tie |
| accent | |

Unit VIII – Ensemble Playing

- A. Relationship of Individual Sound to Group Sound –
- Students will explain and demonstrate proper blend
 - Students will understand most aspects of ensemble balance when the music calls for everyone to play at the same time.
- B. Review of Conducting
- Students will understand the role of the conductor in regard to keeping the ensemble together.

- Students will follow the signals of the conductor or student leader when he/she changes speed or volume.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
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|--------------|------------|---------------|
| blend | sharp/flat | harmony |
| tone | chords | conductor |
| ensemble | releases | ictus |
| balance | roles | beat patterns |
| listening | response | phrasing |
| ear training | melody | musicianship |

Unit IX – Musical Heritage

- A. Exposure to the Development of Modern Notation – Students will understand some of the history of musical notation and its evolution as an international code.
- B. Exposure of Music of Other Cultures – Students will play music from other cultures and understand some of the history of its development.
- C. Understanding the History of Their Environment –
- Students will understand the origin and development of their instruments.
 - Students will demonstrate knowledge about two great performers on their instruments.
- D. Exploring the Various Roles of Music in History – Students will understand the role of music in celebrations, ceremonies, dance national conflict and war, story telling, identification with a theme, product or mood.
- E. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
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|------------|-------------|
| notation | development |
| styles | composers |
| performers | |

Unit X – Aesthetic Valuing

- A. Exposure to a Variety of Musical Textures, Styles, Periods and Composer – Students will listen to or play a variety of musical textures, styles, periods and composers.
- B. Development of Critical Evaluation Abilities –
- Students will critically evaluate their own performance.
 - Students will critically evaluate the performance of their fellow students, individually, or as a group.
 - Students will attend performances of groups other than their own group and critically evaluate the performance using musical terms.
- C. Encouragement to Justify Value Judgments when Exposed to Various Types of Music – Students will form and defend value judgments of various types of music.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|------------|------------------|
| texture | musical periods |
| evaluation | technique |
| expression | melody |
| harmony | ensemble playing |

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, Language Arts, Math

LAB FEE IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- 1.0 Artistic Perception - Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to Music
Units II, IV, VI, VIII, XI
- 2.0 Creative Expressing - Creating, Performing and Participating in Music
Units IV, VI, VII, IX, X, XII
- 3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music
Unit V, VIII
- 4.0 Aesthetic Valuing - Responding to, Analyzing and Making Judgments About Works of Music
Units I, V
- 5.0 Connections, Relationships, Applications - Connecting and Applying what is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
Unit V, VIII

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-directed Learners** – Students will use techniques learned in class to analyze and solve a variety of musical problems presented to them in class.
- **Effective Communicators** – As students learn performance skills, they will gain confidence that will help them be more self assured and professional in other areas of their lives.
- **Quality Producers/Performers** - Students will develop an appreciation for the discipline required by the performing arts, thereby enhancing their work ethic and study skills.
- **Collaborative Workers** – Students will learn that they need to work together to produce a blended, musical tone, and that, while individual knowledge and effort is required, listening to their classmates is of the utmost importance.
- **Constructive Thinkers** – Students will analyze their own performances and solve tone production problems, using techniques that they learn as the course progresses.
- **Responsible Citizens** – Students will demonstrate that their individual effort is essential to the group product.