

HOPATCONG BOROUGH SCHOOLS

CONCERT BAND

2008

COURSE DESCRIPTION:

The emphasis of Concert Band is to expose students to a variety of music through involvement in a large ensemble. Students are auditioned and seated according to ability, therefore giving the student realistic individual goals while contributing to the ensemble. Students are given many performance opportunities throughout the year, including auditioning for performance groups at the county, area, region and state level. The Concert Band performs three times each year, including one concert per semester and performance at the high school graduation.

Students are expected to be integral members of the ensemble. This includes the participation of all band members in rehearsals and all scheduled public performances throughout the school year as well as continually striving for a higher degree of competence on their respective instruments. This of course is not limited to rehearsal and performance with the ensemble as individual and small ensemble practice is required.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

CPI A.1: Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

CPI A.2: Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.

CPI A.3: Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

CPI B.1: Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.

CPI B.2: Formulate a personal philosophy or individual statement on the meaning(s) of art.

Suggested Activities:

- Students will listen to, analyze and perform various musical works with awareness of historical significance and cultural context.
- Students will study the wide variety of musical elements, which are universally acceptable.
- Students will observe and describe various musical works using domain-specific vocabulary for the purpose of differentiating, distinguishing and expressing such works.
- Students will express in their own words their interpretation of various musical examples and compare that to what the composer actually intended.

STANDARD 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.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

CPI B.1: Sing or play musical works from different genres with expression and technical accuracy.

CPI B.2: Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.

CPI B.3: Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.

CPI B.4: Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.

CPI B.5: Outline a variety of pathways and the requisite training for careers in music.

Suggested Activities:

- Students will learn and demonstrate the movable “do” or number system of solfege.
- Students will perform musical compositions of varying difficulties and styles.
- Students will improvise simple melodies using the traditional system of notation.
- Students will begin to master their respective musical instruments with emphasis on fingerings, intonation, solo/ensemble literature and individual playing techniques.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

CPI B.1: Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.

CPI B.2: Synthesize knowledge of the elements of music.

CPI B.3: Identify how the elements of music are utilized in a variety of careers.

Suggested Activities:

- Students will listen to and perform musical works from across all time periods and musical styles.
- Students will compare and contrast various musical styles from the elements used.
- Students will identify musical elements found in a diversity of musical works and discuss how they impact the work.
- Students will discuss the intentions of a composer and attempt to explain why certain elements are used.
- Students will identify individual composers and compare and contrast their works with other of the same time period and others time periods.

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of

others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

CPI A.1: Examine the artwork from a variety of historical periods in both western and non-western culture(s).

CPI A.2: Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.

CPI A.3: Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

CPI B.1: Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.

CPI B.2: Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

Suggested Activities:

- Students will attend a professional/semi-professional performance and write a critique of the performance as an assignment.
- Students will observe musical works from differing time periods and discuss how they differ and why.
- Students will critique their own performances and identify ways to improve their performances.
- Students will compare, contrast and evaluate various musical works from across the history of western music, as well as non-western cultures.

STANDARD 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.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

CPI A.1: Parallel historical events and artistic development found in dance, music, theater, and visual art.

CPI A.2: Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

CPI B.1: Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.

CPI B.2: Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

Suggested Activities:

- Students will compare musical works of different musical periods and discuss how music has evolved over the course of history.
- Students will parallel the evolution of music with the events and people concurrent in world history.
- Students will compare the works of different composers from the same time period and discuss why they differ.
- Students will examine the band repertoire and identify the historical and cultural context of each musical work.

Instructional Strategies:

- Informal student time for instrument assembly, gathering of materials and initial, individual warm-up
- Formal organizational warm-up to include: major scales in “All-County” and various rhythmic patterns, major scale routine, scales “plural” exercise (major scale, arpeggio, chromatic, whole-tone and three forms of minor scales), *Treasury of Scales* or other chorale.
- Tune using electronic tuner, ear and simultaneous comparisons with other instruments.
- Subtle foot tapping to establish physical link to pulse
- Sight-reading new literature to flex speed processing skills
- Rehearsal of familiar literature to evaluate level of accomplishment in a performance-style reading.
- Rehearse and focus on particular problems or sections of band music
- Announcements of events and discussions of history
- Conducting beat patterns to be aware of metric organization
- Private and small group lessons
- Student-led sectional rehearsals
- Duet, trio and small ensemble playing
- Field trips to professional concerts
- Participation in festivals and concerts.

Evaluation/Assessment of Students:

- Auditions will be used to determine sectional seating placement using the same requirements and materials as All-County Band Auditions.
- A challenge system is available for student advancement in their section.
- Class participation will be evaluated on an ongoing basis. Students will be evaluated both individually and in groups (sections or larger)
- Competency in assigned band parts will be evaluated on an ongoing basis
- Critical writing and reviews on musical topics may be assigned throughout the year
- Concerts are considered to be an important culminated experience to any unit of work and a course requirement.

Evaluation/Assessment of Curriculum:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviews according to the Five-Year Curriculum Review schedule.

Resources/Bibliography:

- New Jersey Core Curriculum Standards – Visual and Performing Arts
- Hopatcong Borough Schools Music Curriculum – September 1998
- West Morris Regional High School District Music Curriculum
- West Springfield High School Music Curriculum – Fairfax County Public Schools
- Midland Park High School District Music Curriculum