

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

CONCERT BAND

GRADES 9 - 12

Date of Board Approval: **September 21, 2006**

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Concert Band Subject Area: Music Grade Level: 9-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 5 days per week

Prerequisites: Ability to play a band instrument Credit: 1 Level: Intermediate

Course Description/Objectives: Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

Major Text(s)/Resources: None

Curriculum Writing Committee:

David Rohrer

Victor Wertz

Strand: 9.1 Production, Performance & Exhibition of Music		Subject Area: Concert Band	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Perform major scales and arpeggios of up to three sharps/ three flats, the chromatic scale or the standard rudiments for percussionists. 	<ul style="list-style-type: none"> Individual playing tests 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Understand and perform rhythms up to sixteenth note divisions, cut-time, and triplets. 	<ul style="list-style-type: none"> Individual and group playing tests Written tests or quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Explain simple and compound meter. 	<ul style="list-style-type: none"> Classroom discussions Written tests or quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Explain and recognize basic musical forms of the music studied or performed. 	<ul style="list-style-type: none"> Classroom discussions and listening activities Listening tests or quizzes Written tests or quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Understand and recognize major and minor tonalities. 	<ul style="list-style-type: none"> Classroom discussions Listening tests or quizzes 	

Strand: 9.1 Production, Performance & Exhibition of Music		Subject Area: Concert Band	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> Perform with acceptable tone quality and intonation at various dynamic levels, tempos and legato/staccato styles. 	<ul style="list-style-type: none"> Individual and group playing tests 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> Perform with correct posture, hand/holding position, breathing and embouchure. Properly care for and maintain the musical instrument. 	<ul style="list-style-type: none"> Teacher observation 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> Develop music reading skills including sight-reading. 	<ul style="list-style-type: none"> Classroom activities 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> Perform band literature of Grades II and III. 	<ul style="list-style-type: none"> Individual and group playing tests Public concert performance Classroom activities 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> Slur note groups of two or more, including slur two – tongue two patterns. 	<ul style="list-style-type: none"> Classroom activities Individual and group playing tests 	

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C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> Identify, understand, and perform musical signs and terms found in band literature of grades II and III. 	<ul style="list-style-type: none"> Classroom discussions and activities Individual and group playing tests Written tests or quizzes 	
F. Analyze works of art influenced by experiences or historical and cultural events through production, performance, or exhibition.	<ul style="list-style-type: none"> Understand meaning of programmatic compositions depicting a historical or cultural event. 	<ul style="list-style-type: none"> Classroom discussions Individual or group written tests or assignments Student project 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Evaluate rehearsal goals and objectives. 	<ul style="list-style-type: none"> Classroom discussions Written tests or quizzes Classroom activities 	
J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> Understand the use of and perform on SMART MUSIC technology. Identify and perform with music method books and music literature that includes CD/Tape accompaniment. 	<ul style="list-style-type: none"> Use of SMART MUSIC for project requirement or solo preparation Performance of etudes/solos with recorded accompaniment 	

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Concert Band	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural, and social context of an individual music composition.	<ul style="list-style-type: none"> • Know and understand basic composer, compositional, historical and cultural information of music being performed. 	<ul style="list-style-type: none"> • Teacher handouts • Classroom discussions • Written tests or quizzes 	
H. Identify, describe, and analyze the work of a Pennsylvania musician.	<ul style="list-style-type: none"> • Prepare a band composition by a Pennsylvania composer. 	<ul style="list-style-type: none"> • Class performance • Public performance • Written tests or quizzes • Classroom discussion 	
H. Identify, describe, and analyze the work of a Pennsylvania musician.	<ul style="list-style-type: none"> • Examine compositional form, historical period and composer's intent or meaning of the work. • Examine a composer's background. 	<ul style="list-style-type: none"> • Class performance • Public performance • Written tests or quizzes • Classroom discussion 	

Strand: 9.4 Aesthetic Response		Subject Area: Concert Band	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
B. Describe and analyze the effects that works in the arts have on groups, individuals, and the culture	<ul style="list-style-type: none"> Describe and evaluate aesthetic reaction to music literature being performed 	<ul style="list-style-type: none"> Classroom discussion Individual and group written tests or quizzes Written assignments and projects 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)