

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Symphonic Band

Grades 9-12

Date of Board Approval: **March 16, 2006**

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

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

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

Prerequisites: Approval of Instructor Credit: 1 Level: Advanced

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:

Names of Symphonic Band Curriculum Writing Committee:

Dave Rohrer

Victor Wertz

Strand or Unit: 9.1 Production , Performance, and Exhibition of Music		Subject Area: Music	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 four sharps/ four 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"> Perform rhythms up to sixteenth note divisions, cut-time, and triplets. 	<ul style="list-style-type: none"> Individual and group playing tests. Teacher-made tests. Teacher-made 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. Explain and recognize basic musical forms of binary, ternary, march, rondo, and theme and variations. 	<ul style="list-style-type: none"> Classroom discussions. Teacher-made tests. Teacher-made quizzes. Classroom discussions and listening activities. Listening tests and 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"> Recognize major and minor tonalities. 	<ul style="list-style-type: none"> Classroom discussions. Listening tests and quizzes. 	
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 and staccato styles. 	<ul style="list-style-type: none"> Individual and group playing tests. 	

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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 and 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"> • Perform band literature of Grades III, IV, and V. • Slur note groups of two or more, including slur two – tongue two patterns. 	<ul style="list-style-type: none"> • Individual and group playing tests. • Public concert performance. • Classroom activities. 	
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 III, IV, and V. 	<ul style="list-style-type: none"> • Classroom discussions and activities. • Individual and group playing tests. • Written tests and 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 projects. 	
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 and quizzes. • Classroom activities. 	

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<p>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.</p>	<ul style="list-style-type: none"> • Develop an awareness of SMART MUSIC technology. • Develop an awareness of music method books and music literature with CD/Tape accompaniment. 	<ul style="list-style-type: none"> • Use of SMART MUSIC for project requirement or solo preparation. • Performance of etudes and solos with recorded accompaniment.

Strand or Unit: 9.2 Historical and Cultural Contexts		Subject Area: Music	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"> • Classroom discussions. • Written tests and quizzes. 	
H. Identify, describe, and analyze the work of a Pennsylvania artist in music.	<ul style="list-style-type: none"> • Prepare a band composition by a Pennsylvania composer. • Examine compositional form, historical period, and composers intent or meaning of the work. 	<ul style="list-style-type: none"> • Class performance. • Public performance. • Written tests and quizzes. • Classroom discussion. 	
H. Identify, describe, and analyze the work of a Pennsylvania artist in music.	<ul style="list-style-type: none"> • Examine a composer's background. 	<ul style="list-style-type: none"> • Class performance • Public performance • Written tests and quizzes • Classroom discussion 	

Strand or Unit: 9.4 Aesthetic Response		Subject Area: Music	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> Describe intended performance environment of musical composition. 	<ul style="list-style-type: none"> Classroom discussions. Individual and group written tests and quizzes. Written assignments or projects. 	
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> Describe the environment in which musical composition will be performed. 	<ul style="list-style-type: none"> Classroom discussions. Individual and group written tests and quizzes. Written assignments or projects. 	
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> Compare similarities and differences of actual performance environment with intended performance environment. 	<ul style="list-style-type: none"> Classroom discussions Individual and group written tests and quizzes Written assignments or 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)