

## **Beginning Band: *Overview***

Course Number:

### **Overview**

Symphonic band provides the opportunity to develop an understanding and appreciation of band music through performance. This band performs for school and community events throughout the year and may also participate in the state music contest. Teaching will be focused on large ensemble performance as well as individual improvement in such areas as tone quality, range of playing, technical proficiency and rhythmic accuracy. Students are expected to participate in all scheduled performances as part of the requirements for the course.

Recommended: Four quarters

Prerequisite: None

Course Length: 1 Period Length: 1 Grade Level: 6-8 Credit per Semester: 0

**Enduring Understandings** - important ideas that students should carry with them years beyond the instruction received this year.

- A variety of musical skills and techniques learned from diverse genres and styles will allow for expressive singing and playing
- Identifying, reading and comprehending various musical notations and terms are a necessity when reading and writing music
- Creating and improvising are important skills that allow me to understand music and how it is created
- Being able to describe and analyze music gives me a more in-depth understanding of music as a whole
- Understanding how music relates and reflects history, community and culture.

**Essential Learnings** – what should each student be able to demonstrate by the end of the course.

**Colorado State Standard I. Sings and plays instruments, alone and with others.**

- Understand how to produce a characteristic tone on an instrument.
- Be able to demonstrate and describe proper posture for musical performance.
- Understand and demonstrate steady pulse.
- Understand the process, application and importance of sight reading.
- Understand and perform a series of major and chromatic scales.
- Be able to hear the difference between major and minor keys.
- Demonstrate mastery of essential rhythm patterns (whole notes, half notes, quarter notes, eighth notes, sixteenths notes, dotted rhythms).
- Be able to identify elements of an ensemble (balance between parts, melody vs. accompaniment, melody vs. harmony) and know how it can change the prominence of a musical part
- Be able to explain and perform three basic articulations (tenuto, staccato, and marcato).
- Understand musical style and how it affects articulation and dynamic.

**Standard II. Reads and writes musical notation.**

- Be able to identify treble and bass clef notes and ledger lines.
- Identify and define musical terms (dynamics, tempo, articulation, accidentals, D.S., D.C., Coda) in reading, writing and performing music.
- Identify, understand and demonstrate key signature.
- Identify and be able to perform in 2/4, 3/4, and 4/4.

**Standard III. Creates music.**

- Use dynamics and articulation to create an expressive musical phrase.
- Understand elements of improvisation.

**Standard IV. Analyzes/describes and evaluates music.**

- Be able to recognize the sounds of different instruments and voice types and to which families they belong.
- Understand how evaluating a performance helps me become a better musician.
- Use elements of Language Arts to describe musical moods, expressions, and timber.

**Standard V. Demonstrates an understanding of music in relation to history, culture, and community traditions.**

- Understand what function music serves in history and culture.
- Understand how the function of music has adapted over time.
- Describe the importance of performing music from different historical periods, cultures and traditions.
- Be able to recognize music that reflects their community's traditions.