

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559) 683-4667

COURSE TITLE: WIND ENSEMBLE
DEPARTMENT: FINE ARTS

REQUIREMENT SATISFIED:

High School:	X	Model Curriculum Standards:
State College:		Frameworks:
UC Approved:	X	

GRADE LEVEL: 9-12

LENGTH OF COURSE: 1 Year

CREDITS: 10

PREREQUISITE: Audition

TEXTBOOKS: None required.

COURSE DESCRIPTION:

Wind Ensemble will provide students with the opportunity to practice and perform a higher level of music in a variety of performance settings. These settings may include, but are not limited to, school assemblies, winter and spring concerts, festival performances, and athletic events. A further purpose of the course is to make sure students understand the fundamentals of music theory (major and minor scales, key signatures, intervals) as well as the basics of ear training (both melodic and chordal dictation and recognition). Students also need to understand basic eras of music (Baroque, Classical, Romantic, 20th Century) and the historical context that produced them. Students need to understand the fundamentals of music performance including posture, dynamics, intonation, tempo, articulation, balance, blend, and phrasing.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	

Fundamentals of Music Performance

- a) Posture
- b) Dynamics
- c) Intonation
- d) Tempo
- e) Articulation
- f) Blend
- g) Balance
- h) Phrasing

Basic Musicianship

- a) Notes on the treble and bass clefs
- b) Sharps and flats
- c) Time values
- d) Rests
- e) Key signatures

- f) Articulation
 - 1. Legato
 - 2. Staccato
 - 3. Ties and Slurs

Basic Theory

- a) Scale structure
 - 1. Major
 - 2. Natural, Harmonic, and Melodic Minor

WIND ENSEMBLE

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u>	<u>Standards</u>	
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	<u>ESLRS:</u>

- b) Chord structure
 - 1. Major
 - 2. Minor
 - 3. Diminished
- c) Roman numeral chord analysis

The Historical Context of Western Music

- a) The Baroque Era 1600-1750
 - 1. The French influence
 - 2. The relationship to architecture and philosophy
- b) The Classical Era 1750-1825
 - 1. The British influence
 - 2. The relationship to philosophy, politics, science, and the Age of Reason
- c) The Romantic Era 1825-1905
 - 1. Europe in revolution
 - 2. The relationship to poetry, philosophy, the reaction to empiricism
- d) 20th Century Music 1905-
 - 1. The influence of Darwin and Einstein
 - 2. The relationship to philosophy, science, and art

Careers in Music

- a) Composition
- b) Performance
- c) Education

Music Evaluation and Analysis

- a) Concerts and assemblies
- b) Adjudicated festivals

Project Sequence	Standard 1: Artistic Perception	Standard 2: Creative Expression	Standard 3: Historical and Cultural Context	Standard 4: Aesthetic Valuing	Standard 5: Connections, Relations, Applications
------------------	------------------------------------	------------------------------------	--	----------------------------------	---

Daily Warm-ups		Students will develop the elements of quality music performance through exercises that emphasize posture, dynamics, intonation, tempo, articulation, blend and balance.		Students will assess the difference in musical quality when these basic elements are followed and when they are not.	Students will recognize the relationship between these exercises and quality musical performance.
Daily Rehearsals	Students will musically interpret what is presented to them on the printed page.	Students will demonstrate the elements of music performance through their classroom performance.	Students will recognize music of different styles such as Classical, March Style and Jazz and understand the philosophy of the time periods which produced them.	Students will assess their performance by listening to recordings made during rehearsal and make adjustments and corrections accordingly.	
Daily Practice outside of class					Students will apply what has been emphasized in class in order to polish their personal musical performance
Frequent Performances		Students will demonstrate their ability to express themselves technically and emotionally through musical performance including festivals, concerts and various assemblies.		Students will evaluate their performances through listening to the performance recordings.	

Sight Reading	Students will demonstrate their understanding of music by analyzing and interpreting what is set before them on the printed page.				
Music Theory	Students will work on ear training, scale and chord theory.				Students will apply what they have learned through theory studies and eartraining exercises to better their musical performance.

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Visual and Performing Arts - Music (Grades 9-12)

Artistic Perception

1. The student demonstrates an understanding of music by analyzing and interpreting what is presented in the music or performance.
 - 1.1 Students will identify and analyze the elements of music as it relates to quality performance. Music notation utilized in reading and writing music will be identified in its relationship to expression in performance.

Creative Expression

2. The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and activities of the musician/performer and composer/arranger.
 - 2.1 Students will express themselves emotionally through a wide variety of ensemble repertoire performances. Students will recognize the technical demands of pitch accuracy, intonation, rhythmic accuracy, dynamics, articulation, phrasing. Students will relate these technical aspects to the emotional impact of musical performance.

Historical and Cultural Context

3. The student demonstrates an understanding of major music traditions and styles from a variety of times and places.
 - 3.1 Students perform and recognize music from differing cultures and eras throughout history. Students recognize musical styles and techniques associated with specific periods of history, cultural characteristics, and traditional heritage.
4. The student demonstrates understanding that music and musicians reflect, play a role in, and influence culture.
 - 4.1 Students will discuss the impact of individual musicians as a reflection of society. Particular historical style periods will be compared to the musical techniques utilized to reflect that cultural impact.

Aesthetic Valuing

5. The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of musical composition and performance.
 - 5.1 Students will listen to recordings of themselves and other groups. Evaluations will be given based upon technical accuracy, expression, emotional impact, rhythmic incorporation, unified interpretation.
6. The student demonstrates an understanding of structure (how music sounds) and content (what music communicates) in music.
 - 6.1 Students listen to musical works and then relate to its form, style, technical demands, emotional outcome, and intended meaning.

OUTCOMES:

Students will perform grades III and IV literature. They will also sight-read grades I and II.

INSTRUCTIONAL STRATEGIES:

(i.e., Lectures, discussions, class projects, etc.)

ASSESSMENT:

(i.e., Exams, Standards Master, Portfolios, etc.)