

Symphonic Band

Grade Level: 9-12

Length of course: Two semesters

Prerequisite: Audition and Director's Approval

Course Description: This music ensemble is a sequel to concert band for those wishing to perform at an optimum playing level. This is a high involvement class with an emphasis on performance. Some written work and several evening performances are required during the year, including major concerts, solo and small ensemble festivals, large group festivals, area festivals, and athletic events. Performances outside of class are required. Individual study is highly recommended. Repeatable unlimited times.

Readiness Standards:

- Be able to participate cooperatively in a group
- Be able to follow the conductor's directions
- Demonstrate knowledge of proper care and assembly of the instrument
- Demonstrate ability to play with appropriate posture and position
- Be able to perform basic music fundamentals taught in High School Concert Band

Strands

Mastery Core Objectives

The Musician

- Work cooperatively with others
- Understand individual role in group
- Demonstrate dependability and reliability
- Prepares for class with all necessary materials

The Instrument

- Identify parts of the instrument
- Woodwinds: Identify keys of the instrument by their proper names
- Properly assemble and disassemble instrument
- Demonstrate proper maintenance, proper carrying techniques while the instrument is assembled, cleaning and storage of the instrument (including mouthpieces and reeds)
- Further develop ability to select reeds and mouthpieces, appropriate to the instrument, player and music
- Demonstrate proper lubrication of the instrument: what to use, what not to use and how to use

Playing Posture

- Continue development of proper playing posture: total body, arm, hand, wrist, and finger position
- Position chair, stand, and body to be able to watch the conductor at all times
- Woodwinds and Brass: Properly support the

instrument while sitting or standing
- Percussion: Use proper grip/playing position for snare drum, bass drum, mallet and auxiliary instruments

Concert and Rehearsal Techniques

- Understand and follow the conductor's right and left hand conducting patterns and gestures
- Develop peripheral vision
- Stop playing, look, and listen when the conductor stops the ensemble
- Ask appropriate questions
- Independently use pencil to mark music

Tone Quality

Woodwinds/Brass:

- Continue development of a tone quality characteristic to the instrument
- Continue development of proper breathing techniques
- Continue to develop evenly sustained tones using a proper embouchure
- Develop increased awareness of ways to improve tone production
- Develop the ability to produce a controlled and sustained vibrato including measured, slow, and fast

Percussion: Continue development of ability to:

- Produce characteristic single, double and multiple bounce strokes
- Produce an even sound with both hands while playing appropriate level rudiments
- Demonstrate awareness of variations of sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument
- Continue to develop ability to play bass drum, cymbals, timpani, keyboard instruments and auxiliary percussion with proper technique

Techniques

Woodwinds/Brass:

- Continue development in the use of proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs
- Demonstrate the ability to double, triple, and

- flutter tongue (for appropriate instruments)
- Brass: Demonstrate slurs on consecutive harmonies (lip slurs) with increased speed
- Brass: Have access to double horn, euphonium, and 4-valve tuba
- Trombone: Continue to develop proper slur technique with slide and tongue

Snare Drum: Continue development in the ability to:

- Identify and play the 40 standard rudiments from open to closed to open
- Play single and double stroke rolls from open to closed to open with increased speed
- Play on the rim and rim shots

Auxiliary Percussion:

- Continue to develop ability to play with proper technique (rolls on triangle tambourine, and suspended cymbal from open to closed to open with increased speed)

Keyboard Percussion:

- Continue to develop proper playing position
- Demonstrate knowledge of appropriate mallet selection
- Play rolls and chords using four mallet technique from open to closed to open
- Play indicated scales
- Develop appropriate rolling technique
- Develop appropriate pedal and mallet dampening technique for vibraphone

Timpani:

- Play rolls from open to closed to open with increased speed

Intonation

- Identify and use the tuning mechanisms of the instrument
- Play and tune instrument to a given pitch (from an electronic tuner or another instrument)
- Sing given pitch

Woodwinds and Brass:

- Continue to develop the ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument

Percussion:

- Continue to develop the ability to adjust tension on all types of drum heads

- Timpani: Be able to tune multiple drums from a single pitch

Pitch Perception

- Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef
- Identify and play sharp, flat, and natural signs
- Memorize and perform scales in all 12 major keys for two octaves
- Play for one octave, scales in the keys of A, E, B, F#, C#, G#, Eb, Bb, F, C, G, D harmonic and Natural minor scales
- Play a chromatic scale over the indicated range of the instrument in quarter notes, mm@120: be able to play slurred, tongued, legato tongued, and mixed articulations
- Be introduced to the Circle of Fifths
- Employ appropriate alternate fingers and positions (woodwinds and brass)
- Identify and play pitches within the following ranges:
 - Piccolo – d1 to c4
 - Flute – c1 to c4
 - Oboe – b flat to f3
 - Mallets – full range of instrument
 - Eb Clarinet – e to g3
 - Bb Clarinet – e to g3
 - Alto Clarinet – e to c3
 - Bb Bass Clarinet – e to c3
 - Contrabass Clarinet – e to c3
 - Eb Saxophone – b flat to g3
 - Bassoon – BB flat to a1
 - Cornet/Trumpet - f# to c3
 - Horn – c to b flat2
 - Trombone/Baritone – E to b flat1
 - Tuba – EE to b flat

Rhythmic Perception

- Further develop ability to count and perform rhythm patterns combining various notes and rests including: whole, half, quarter, eighth, dotted half and dotted quarter notes and rests; dotted eighths, sixteenth, and thirty-second notes
- Define and perform in all indicated meters
- Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes
- Define and perform in polymeric and

- polyrhythmic idioms
- Demonstrate an ability to maintain a steady tempo

Melodic Perception

- Continue to develop ability to:
- Identify, define, and use correct phrasing techniques
 - Interpret and apply phrasing and breath marks
 - Sing simple phrases using “la”, solfege, or scale degrees
 - Play familiar, simple tunes by ear
 - Balance within the section and within the total ensemble

Sight Reading

- Further develop ability to sight read appropriate level music literature
- Develop ability to sight read one level lower than performance level

Symbols and Terms

- Continue to develop ability to:
- Define, play, and demonstrate knowledge of all musical symbols as they occur in appropriate level band literature
 - Identify and perform all indicated dynamics as a soloist, and as the dynamic ranges relate to the ensemble
 - Define and play all indicated tempo markings
 - Memorize all major and minor key signatures

Embellishments

- Further develop the ability to define and play trills, turns, grace notes, and mordents

Notation and Composition

- Draw/dictate notes, rests, and musical symbols previously introduced
- Be able to identify whole and half steps as they relate to the major and minor scales
- Be able to name the keys of the piano keyboard
- Write the scales listed in Pitch Perception strand in both concert pitch and transposed pitch

Music Appreciation

- Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances

Ensemble Skills

- Show ability to follow the conductor

- Interpret the conducting patterns used in 2/4, 3/4, 4/4, 6/8, and cut time meters
- Develop practice in mixed meters
- Demonstrate the ability to blend/balance within the section and within the total group

Musical Styles

- Define and play the following musical styles: marches, orchestral transcriptions, popular compositions, contemporary and avante garde literature appropriate to level

Ongoing Learner Goals:

- Work cooperatively with others
- Improve technical skills on instrument
- Develop skills needed to perform on instrument outside of class
- Use musical instruments with proper care
- Improve awareness of music fundamentals
- Improve sense of music history and cultural differences in music
- Continue to enjoy a variety of musical activities (participating or attending performances)
- Continue to develop skills needed to perform outside the classroom
- Develop and refine ability to make aesthetic judgments about music
- Develop and refine ability to make critical and constructive criticisms of one's own performance and the performance of others