

Concert Band

Grade Level: 9-12

Length of course: Two semesters

Prerequisite: Intermediate Band or Director's Approval

Course Description: Students will experience advanced technical training through group and individualized instruction. Students will increase individual concepts of tone control, nomenclature and musical awareness through the study of band literature as well as technique materials drawn from standard study books. This course provides an increased emphasis on musical style and interpretation. *Performances outside of class are required.* 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 Intermediate band or Middle School Intermediate 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)
- 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

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

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
- Brass: Demonstrate slurs on consecutive harmonies (lip slurs) with increased speed
- Trombone: Continue to develop proper slur technique with slide and tongue

Snare Drum: Continue development in the ability to:

- Identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single drag, ruff, single

ratamacue, triple ratamacue, all 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
- Be introduced to multiple mallet techniques
- Play indicated scales
- Develop appropriate rolling technique

Timpani:

- Continue to develop ability to play with proper technique

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:

- Develop the ability to adjust tension on all types of drum heads and to tune timpani with the aid of the instructor

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
- Identify and perform scales in all 12 major keys for one octave
- Play a chromatic scale over the indicated range of the instrument
- 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 b flat3
 - Flute – c1 to b flat3
 - Oboe – b flat to e3
 - Mallets – full range of the instrument
 - Eb Clarinet – e to c3
 - Bb Clarinet – e to c3
 - Alto Clarinet – e to c3
 - Bb Bass Clarinet – e to g2
 - Contrabass Clarinet – e to g2
 - Eb Saxophone – b flat to f3
 - Bassoon – BB flat– b flat1
 - Cornet/Trumpet - f# to g2
 - Horn – f to g2
 - Trombone/Baritone – E to g1
 - Tuba – EE – g

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 and sixteenth notes
- Define and perform in all indicated meters
- Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes
- Define and perform in polymetric 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

- Develop ability to sight read appropriate level music literature

Symbols and Terms

Continue to develop ability to:

- Demonstrate knowledge of various symbols as they occur in music: repeat sign, solo/soli/tutti, divisi/unison, accent, first and second endings, one and two measure repeat signs, multiple measure repeats and rests, D.C. and D.S. al Fine, staccato and tenuto
- Identify and perform all indicated dynamics as a soloist, and as the dynamic ranges relate to the ensemble
- Define and play: Largo, Andante, Allegro, Vivo, Presto, Maestoso, Moderato, Ritardando, Rallentando, Accelerando
- Identify key signatures under Pitch Perception strand

Embellishments

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

Notation and Composition

- Draw/dictate notes, rests, and musical symbols previously introduced
- Complete a given melody by filling in the missing notes
- Compose an ending to a given melody
- Compose a variation to a given melody
- Write the scales listed in Pitch Perception strand in both concert pitch and transposed pitch

Music Appreciation

- Continue to develop 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

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
- Expand knowledge 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