

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Course: Symphonic Band

Course Description

Symphonic Band is a full-year, every-other-day course open to all high school students. This group is a performance ensemble consisting of woodwinds, brass, and percussion instrumentalists who have reached the intermediate level in technique and musicianship. Students develop knowledge and skills in ensemble balance, tone production, sight reading, musical terms, and historical information as they pertain to the music that is prepared and performed in a caring, supportive atmosphere. Music from a wide range of styles and periods is studied and performed, and Symphonic Band regularly performs at major school concerts throughout the year.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for a Foundation Ensemble

Creating:

1. Explore ideas for interpreting a work (e.g. improvise embellishments to musical passages).
2. Record decisions about interpreting written music (e.g. adding dynamics or accents to a score).
3. Refine musical interpretations exploring different phrasing (e.g. incorporating tension and release).

Performing:

4. Identify advanced strategies musicians use to practice and employ them in readying a musical work for performance.
5. Perform with accuracy and expression works from the vocal literature with a level of difficulty of 3 out of 6.
6. Describe how decisions about a performance are connected to what students want to express, evoke, or communicate.

Responding:

7. Analyze the style a musician uses and how it manifests itself in a given musical work.
8. Identify elements from a work that connect it to a specific genre or style.
9. Compare and contrast different rubrics or criteria for evaluating music to identify advantages and disadvantages of each approach.

Connecting:

10. Describe what has influenced changes in one's own musical style and musical preferences.
11. Identify the connections between historical and cultural contexts and defining stylistic elements of multiple musical movements (e.g. Aaron Copland's quest for an American sound).

Source: MA Arts Curriculum Framework 2019, page 46



Concepts	Essential Questions
Tone Quality and Intonation	<ul style="list-style-type: none"> • Why does each instrument have its own timbre? • How does the level of tone quality affect the timbre of an instruments? • How does tone affect intonation? • How does proper technique impact tone?
Rhythm	<ul style="list-style-type: none"> • Can you have rhythm without beat? • Why is it important for musicians to share a common beat? • How are rhythmic values related to tempo?
Scales and Scale Studies	<ul style="list-style-type: none"> • How do scales and scale studies contribute to the performance of melodies? • How are scales and keys related to melody?
Music Reading and Terminology	<ul style="list-style-type: none"> • How is notated music a language? • What is a melody and how is one created? • Why do I need to be able to read music?
Music Theory and History	<ul style="list-style-type: none"> • How does the structure of a musical piece create its order and clarity? • What determines the style of a piece of music? • How do music and history influence each other?
Ensemble Skills and Musicianship	<ul style="list-style-type: none"> • What makes a performance significant and meaningful? • Does a performance have to be public to be meaningful? • What criteria do we use to evaluate a performance? • How does interpretation of the music affect the performance?
Aesthetics and Responding	<ul style="list-style-type: none"> • How does music affect the emotional state of the listener? • How can music be used to communicate emotions and ideas? • Why do people respond/react differently to the same piece of music? • What impact do our own emotions and experiences have on our opinion of both our own performances and the performances of others?

Structures for Learning

During a typical ensemble rehearsal, students and teachers may be in engaged in...

- Modeling/demonstration of techniques
- Guided practice
- Warm-ups and appropriate practice repertoire
- Performing rhythms via clapping or percussion instruments
- Counting rhythms using rhythm syllables or numbers prior to performing
- Critiques: formal/informal, self/peer/group
- Performing music from various historical periods, genres, and cultures
- Evaluating performances, compositions, and/or arrangements by comparing them to similar exemplary models

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."
- *MA Arts Curriculum Framework 2019*, p.20

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

Structures for Learning

Structures for learning are examples of the instructional contexts and activities that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.