**Course Title**: Symphonic Band  
**Course Code**: [Office use only]

**Transcript Title**: Symphonic Band  
**Content Area**: Music  
**Grades Levels**: 9-12  
**Board Adoption Date**: 3/13/2020  
**Date Course Submitted**: 3/13/2020  
**Credential Required**: Music  
**Graduation Subject Areas**: Elective  
**CALPADSCode**:  
**UC/CSU “A-G” Area Approvals**: F  
**School Site/person that wrote and submitted the course**: Andy Julian

**Recommend Skills**:  
**Next course(s)**: Wind Ensemble, Jazz Band  
**Textbook to be used**: Exercises for Ensemble Drill by Raymond Fussell

**COURSE DESCRIPTION (catalog summary)**: Symphonic Band is a performance ensemble that studies class B and A music literature. Instruments represented are Flute, Oboe, Saxophone, Clarinet, Bassoon, Trumpet, Trombone, French Horn, Baritone, Tuba, and Percussion. Students will study intermediate theory and vocabulary used in concert literature. During the learning process, students will discover the historical concepts for various styles of wind music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion. They will identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students’ knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

**GOALS (expected performance outcomes for students)**:  
• Decode musical notation  
• Demonstrate the use of intermediate music vocabulary and terminology  
• Show aesthetic valuing with written critiques of live music rehearsals and performances  
• Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various classical periods and popular forms of music  
• Demonstrate well-developed rehearsal and performance skills  
• Play expressively, with appropriate dynamics, phrasing, and interpretation
CALIFORNIA CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

Prof.MU:E.Pr4.1: Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Prof.MU:E.Pr4.2: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Prof.MU:E.Pr4.3: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Prof.MU:E.Pr5: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Prof.MU:E.Pr6.B: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Prof.MU:E.Re7.1: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Prof.MU:E.Re9: Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

Prof.MU:E.Cn10: Connect and demonstrate how personal interests, knowledge, and skills relate to choices and intent when creating, performing, and responding to music.

Prof.MU:E.Cn11: Connect and demonstrate the relationships between music and societal, cultural, and historical contexts when creating, performing, and responding.

EVALUATION (how the effectiveness of the course will be monitored and assessed):

- Written exams on music terminology and theory
- Written and oral critiques of professional and amateur music concerts
- Public performances and music festivals
- Small Symphonic Band and individual assessments
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Length of Unit: 9 weeks</th>
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</thead>
<tbody>
<tr>
<td>Key Vocabulary</td>
<td>Standards (referenced)</td>
</tr>
<tr>
<td><strong>Music Fundamentals and Rehearsal Etiquette</strong></td>
<td><strong>meter, pulse, pitch, range, tessitura, subdivision, intonation</strong></td>
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<tr>
<td><strong>Support -- for students who are struggling with the content</strong></td>
<td><strong>Content:</strong> simplified reading and technical passages presented to the student  &lt;br&gt; <strong>Process:</strong> guided practice with teacher, peers, and private coaches on altered materials—one-on-one instruction and group, unison performance</td>
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<tr>
<td><strong>Extension – for high achieving students.</strong></td>
<td><strong>Content:</strong> higher-level technical exercises and musical excerpts provided, organization of mentor groups  &lt;br&gt; <strong>Process:</strong> regular study and performance of advanced materials; working with developing peers on meeting their performance goals</td>
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<tr>
<td><strong>Formative Assessments</strong> <em>(ongoing &amp; mid-lesson):</em></td>
<td>Performance assessments in class and through online video submission  &lt;br&gt; Written and oral quizzes on notation reading, theory, ear training, and piece recognition</td>
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<tr>
<td><strong>Summative Assessments</strong> <em>(unit final evaluation):</em></td>
<td>Public Concert performance  &lt;br&gt; Written examination  &lt;br&gt; Written self-reflection</td>
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<tr>
<td>Unit 2</td>
<td>Length of Unit: 10 weeks</td>
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<tr>
<td>Key Vocabulary</td>
<td>Standards (referenced)</td>
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</tbody>
</table>
| Sight-Reading, Notation Fluency, and Basic Expression | coda, del segno, da Capo, repeat signs, accelerando, ritardando | Prof.MU:E.Cr2  
Prof.MU:E.Cr3.1  
Prof.MU:E.Cr3.2  
Prof.MU:E.Pr6 | Music sight-reading and internalization  
Analysis of expressive playing  
Demonstration of proper playing posture and technique  
Self-and peer-critique of performance | Instrument  
Harmony Director  
Fussell Book  
Concert Pieces |

| Differentiation | Support -- for students who are struggling with the content | Content: simplified reading and technical passages presented to the student  
Process: guided practice with teacher, peers, and private coaches on altered materials—one-on-one instruction and group, unison performance  
Product: identification, synthesis, and performance of simplified music and exercises to achieve target |
| Extension -- for high achieving students. | Content: higher-level technical exercises and musical excerpts provided, organization of mentor groups  
Process: regular study and performance of advanced materials; working with developing peers on meeting their performance goals  
Product: performance of more advanced music and exercises, peer mentoring developing peers |

| Evaluation | Formative Assessments (ongoing & mid-lesson):  
Performance assessments in class and through online video submission  
Written and oral quizzes on notation reading, theory, ear training, and piece recognition |
| Summative Assessments (unit final evaluation):  
Public Concert performance  
Written examination  
Written self-reflection |
<table>
<thead>
<tr>
<th><strong>Unit 3</strong></th>
<th><strong>Length of Unit: 7 weeks</strong></th>
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<tr>
<th><strong>Key Vocabulary</strong></th>
<th><strong>Standards (referenced)</strong></th>
<th><strong>Model Tasks</strong></th>
<th><strong>Tools / Texts</strong></th>
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<tr>
<td><strong>Synergy: Full Ensemble Collaboration and Performance</strong></td>
<td>Active listening, blend, balance, melody, countermelody, harmonic accompaniment</td>
<td>Prof.MU:E.Pr4.1&lt;br&gt;Prof.MU:E.Pr4.2&lt;br&gt;Prof.MU:E.Pr4.3&lt;br&gt;Prof.MU:E.Pr5&lt;br&gt;Prof.MU:E.Pr6</td>
<td>Adjusting one’s performance in response to what is being heard from the rest of the ensemble&lt;br&gt;Monitoring one’s performance to blend and balance in relation to the rest of the ensemble</td>
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| **Differentiation** | **Support -- for students who are struggling with the content** | Content: simplified reading and technical passages presented to the student<br>Process: guided practice with teacher, peers, and private coaches on altered materials—one-on-one instruction and group, unison performance | identification, synthesis, and performance of simplified music and exercises to achieve target |

| **Extension – for high achieving students.** | Content: higher-level technical exercises and musical excerpts provided, organization of mentor groups<br>Process: regular study and performance of advanced materials; working with developing peers on meeting their performance goals | performance of more advanced music and exercises, peer mentoring developing peers |

<p>| <strong>Evaluation</strong> | <strong>Formative Assessments</strong> <em>(ongoing &amp; mid-lesson):</em>&lt;br&gt;Performance assessments in class and through online video submission&lt;br&gt;Written and oral quizzes on notation reading, theory, ear training, and piece recognition | <strong>Summative Assessments</strong> <em>(unit final evaluation):</em>&lt;br&gt;Public Concert performance&lt;br&gt;Written examination&lt;br&gt;Written self-reflection |</p>
<table>
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<th>Unit 4</th>
<th><strong>Length of Unit:</strong> 10 weeks</th>
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<td><strong>Key Vocabulary</strong></td>
<td><strong>Standards (referenced)</strong></td>
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</table>
| Solo and Chamber-Ensemble Performance | conducting, beat patterns, cues, rehearsal notation, chord symbols, concert production | Prof.MU:E.Re7.1  
Prof.MU:E.Re7.2  
Prof.MU:E.Re9  
Prof.MU:E.Cn10  
Prof.MU:E.Cn11 | Selecting, rehearsing, and performing representative solo and chamber literature from the standard repertoire. Analyzing and critiquing one’s own performance, and performances of peers | Instrument  
IMSLP.org  
Tuner  
Metronome  
Representative recordings |
| **Differentiation** | **Support -- for students who are struggling with the content** | Content: simplified reading and technical passages presented to the student  
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| | **Summative Assessments (unit final evaluation):** | Public Concert performance  
Written examination  
Written self-reflection | | |