

MUSIC

CURRICULUM

SYMPHONIC BAND

(Auditioned Enrollment)

Supports Academic Learning Expectation # 3

Students and graduates of Ledyard High School will employ problem-solving skills effectively

**Approved by Instructional Council
4/28/08**

STUDENT LEARNING OBJECTIVES

Symphonic Band

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2) Play, alone and with others, a varied repertoire of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> 2.1 Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, one a scale of 1-6 2.2 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills 2.3 Perform in small ensembles with one student on a part	<i>Students will be able to:</i> a. Demonstrate correct rhythm and accurate pitches when performing an instrumental repertoire with a level of difficulty of 3 b. Perform advanced warm-ups for tone and breath control by using long tones, lip slurs, articulation, major and chromatic scales, and rudiments c. Perform advanced rhythmic exercises on pitch while maintaining a steady tempo a. Perform at a consistently high level based on the rehearsal skills assessment rubric with a positive and productive attitude and a willingness to learn a. Play advanced musical literature in small ensembles with proper posture, proper hand positions, proper embouchure formation and consistent breath and stick control

STUDENT LEARNING OBJECTIVES

Symphonic Band

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5) Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> 5.1 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used 5.2 Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.	<i>Students will be able to:</i> a. Rehearse and perform music on one staff accurately and with appropriate expression a. Sight-read accurately and expressively music with a level of difficulty of 3

STUDENT LEARNING OBJECTIVES

Symphonic Band

As a result of music education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 6 (State Standard # 6) Listen to, describe and analyze music</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>6.1 Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices</p> <p>6.2 Demonstrate extensive knowledge of the technical vocabulary of music</p> <p>6.3 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques</p>	<p><i>Students will be able to:</i></p> <p>a. Listen to live performances and recordings and discuss by describing specific details in the performance incorporating precise music terminology such as ensemble blend, articulation, dynamics, accuracy, phrasing and tone</p> <p>a. Identify and use precise music terminology when they are discussing recordings and/or performances</p> <p>a. Identify and use precise music terminology when explaining compositional devices and techniques used to provide unity, variety, tension and release in musical works</p>

STUDENT LEARNING OBJECTIVES
Symphonic Band

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7) Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> 7.1 Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music 7.2 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models	<i>Students will be able to:</i> a. Listen to peers and/or themselves perform in class and write critiques about the performances based on a performance rubric b. Listen to recordings and write a critique about the performances using a performance rubric a. Compare and contrast in oral form the ensemble blend, articulation, dynamics, accuracy, phrasing and tone quality of professional recordings with student performances