Course Description:
The first level of High School Band emphasizes the continuation of techniques learned in the middle school band program. The course reinforces and refines the techniques learned in the middle school band curriculum. Emphasis in this course is on mastering the skills necessary to meet the intermediate level for the performance of Grade III-V band literature. Students participate in Virginia Band and Orchestra Directors Association (VBODA) sponsored events such as All-District Band auditions, Solo & Ensemble Festival, and District Concert Band Assessment, as well as All-County Band auditions. Concerts of traditional and contemporary band works are prepared and performed. Small ensemble and solo work as well as music theory and history are components of this course. This is a performance based class.

Essential Skills/Processes: Students will--

**Technique**
- Demonstrate proper posture and playing position while standing or sitting
- Demonstrate, using proper breath support and embouchure, a characteristic tone for the instrument
- Demonstrate musicianship and interpretation of band literature through performance of grade appropriate literature
- Demonstrate advanced concepts of articulation: attacks and release, slurs, ties, staccato, marcato, legato, and combinations
- Demonstrate expanded technical proficiency
- Demonstrate use of alternate fingerings and embellishments

**Music Theory**
- Perform music involving meter and tempo changes
- Recognize advanced rhythmic patterns through sixteenth notes and rests, dotted note values
- Recognize Time Signatures: simple meters, changing meters
- Play 10 major scales in a variety of articulations and tempos
- Play a one octave chromatic scale in varied articulations
- Recognize major key signatures and perform music with numerous key changes
- Sightread at a grade III level
- Percussion Perform first 13 of 26 standard rudiments from NARD list
- Develop aural and sight-singing skills to recognize Major and Perfect intervals

**Ensemble Skills**
- Recognize and respond to basic conducting patterns of simple and changing meters
- Recognize and respond to expressive elements written in the music and given by the conductor
• Demonstrate an awareness of tonal center as it applies to individual and group intonation
• Demonstrate an awareness of ensemble timbre, contrast, balance and blend
• Demonstrate an awareness of musical terminology necessary for performance of dynamics, tempo, style and phrasing
• Demonstrate an understanding of proper rehearsal technique and etiquette
• Demonstrate an understanding of stage presence and decorum

**Music Literature**
• Perform music of grade appropriate literature
• Perform a wide variety of styles from musical historical periods
• Perform a wide variety of styles from various world cultures
• Demonstrate an awareness of timbre, contrast, blend balance, phrasing, etc. in performance of varied musical styles

**Listening/Musical Analysis**
• Listen to a wide variety of styles from musical historical periods
• Analyze musical forms such as March, Sonata, Rondo, Theme and Variations, Fugue
• Recognize musical styles relative to historic periods of baroque, classical, romantic, and contemporary
• Demonstrate critical musical judgment in evaluating the performance of self and others

**Technology**
• Exploration of available music technology through the use of varied media
• Explore and observe available computer technology in the field of music
• Analysis of performance through the use of recording and listening to performances

**Essential Knowledge:** Students will--
• Understand the role of music in our society
• Appreciate different cultures and customs
• Encourage creative experimentation
• Foster a spirit of cooperation
• Appreciate the work/study ethic
• Acquire stage presence and decorum
• Share the talents of others
• Expand career awareness

**Resources:**

**Curriculum Connections:**
**Career Preparations:** Professional musician, performer, teacher, composer, arranger, musicologist, music industry, instrument repair, production engineering, music technology
**Language Arts:** Reinforcement of vocabulary, grammar, and verbal communications skills
**Fine Arts:** Coordinate music, drama, dance and visual art; correlation of music and art
**World Language:** Musical terminology in Italian, German, French, Spanish, and Latin
**Health and Physical Education:** Instrumental music requires conditioning and coordination
**Mathematics:** Analyzing rhythmic values requires working with numbers and fractions; Intervals and musical forms require use of formula
Science: Physics of acoustics, properties of sound and sound dispersion
Social Studies: Music history as it relates to general historical events; History and culture of music literature being performed

Stafford County Public Schools: https://www.staffordschools.net/

VA Standards of Learning: http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml