



# STAFFORD COUNTY PUBLIC SCHOOLS

## Curriculum Overview High School Band – Level II

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### **Course Description:**

The second level of high school band emphasizes the continuation of techniques learned in the Level I High School Band. The course reinforces and refines the skills and techniques learned previously. Emphasis in this course is on traditional and contemporary works for concert band and wind ensemble at the Grade V-VI level. 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. Small ensemble and solo work as well as scales, etudes, music theory, ear training, sight-singing/reading, and music history are components of this course. This is a performance-based class.

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**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; attention to techniques idiomatic to instrument
- Demonstrate use of alternate fingerings and embellishments

### **Music Theory**

- Perform music involving meter and tempo changes, complex meters, improvisatory and aleatoric elements
- Recognize advanced rhythmic patterns through 32nd note values and nontraditional notation
- Recognize Time Signatures
- Simple and Compound meters, changing meters
- Play all 12 major scales in the practical range of the instrument in a variety of articulations and tempos
- Play Chromatic scale in varied articulations through the full practical range of the instrument
- Recognize major and minor key signatures and perform music with multiple key changes
- Sightread at a grade IV level
- Percussion Perform all 26 standard rudiments from NARD list
- Recognize and identify, both visually and aurally, major, minor, augmented, diminished and perfect intervals and triads

### **Ensemble Skills**

- Recognize and respond to conducting patterns of simple/compound meters and changing meters as per level of difficulty of music
- Recognize and respond to advanced expressive elements, both written and implied 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
- Recognize use of compositional devices: sequence, imitation, diminution, inversion, augmentation, retrograde
- 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
- Recognize musical styles relative to historic periods of Baroque, Classical, Romantic, and 20th century
- Demonstrate an awareness of timbre, contrast, blend, balance, 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 Overture, March, Sonata, Rondo, Minuet and Trio, Theme and Variations, Fugue
- Recognize musical styles relative to historic periods of renaissance, baroque, classical, romantic, and contemporary
- Demonstrate critical musical judgment in evaluating the performance of self and others
- Identify tonal centers

### **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.  
**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 formulas.  
**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](http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml)

School Report Card (VA Department of Education):  
<http://schoolquality.virginia.gov/>