

High School Concert Band

Instructional Focus: A performance class open to instrumental students above the beginning level with musical training through group and some individual instruction. Musicianship, tone quality, intonation, and facility on the instrument are stressed. Scheduled performances are required and are a part of class assessment. Course may include required participation in Pep Band. This course may be repeated for credit.

Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Demonstrate proper care and maintenance of the instruments. • Demonstrate ability to correctly assemble and play the instruments. 	The Instrument
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Exhibit correct posture without excess tension. • Utilize proper breathing to produce full sound, good tone, and consistent intonation. • Position chair, stand, and body to be able to watch the conductor at all times. 	Body Position
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Use correct fingerings and alternate fingerings to facilitate music performance. • Develop finger patterns based on scales, tetrachords, and common patterns. • Develop ability to produce accurate articulations. • Expand awareness of ways to improve tone production. • Produce an expanded variety of tone colors. • Reinforce efficient practice techniques. 	Playing Technique
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Recognize the characteristic sound of major and minor scales. • Play increasingly complex melodies and rhythmic patterns by rote. • Use appropriate techniques to manipulate and match pitch. • Improvise melodies using rhythmic and melodic variations. 	Ear Training

Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> Identify and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble or bass clef. Identify and play in all keys. Identify and play sharp, flat and natural signs. Identify whole and half steps and explain how they relate to major and minor scales. Identify and play dynamic symbols from pp to ff as well as crescendo and decrescendo. Define and play various signs as they occur in the music including: Accent, D.C. al fine, D. S. al Coda, Fermata, Marcato, Repeat Sign, Staccato, First and second endings, Multi-measure rest, Solo, soli, tutti, divisi, unison. Identify and play the following tempo markings: Moderato, Allegro, Vivace, Accelerando, Andante, Largo, Ritardando. Read, write, count and play notes and rests from whole to sixteenth as well as dotted notes and triplets. Count and play note and rest values in various rhythmic combinations. Demonstrate understanding of simple and compound meters. Define and play a variety of meters with a quarter note as the beat as well as 6/8 and cut time. Count and play rhythm patterns incorporating ties, up-beats and fermatas. Compose a melody incorporating a common musical form and appropriate musical notations. Name the keys on a piano. Expand knowledge of musical vocabulary. Sight read and rehearse appropriate band literature of at least grade III. 	Musical Literacy
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> Expand awareness of correct intonation within an ensemble. Enhance understanding of the concept of melody and harmony. Develop the ability to play both melodic and harmonic parts. Reinforce awareness of the importance of a steady beat. Follow the conductor's beat patterns and basic signals for musical interpretation. Play an independent line within an ensemble. Develop awareness of all voices within an ensemble. Develop ability to play with expression. Demonstrate proper concert and rehearsal etiquette. Experience playing various styles of music (ie. march, chorale, jazz, classical) Experience performing in various sized groups. Perform in a variety of settings including smaller and larger sized groups. 	Ensemble Skills
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> Experience music from a variety of cultures. Develop a knowledge of the history of music. 	Intercultural and Interdisciplinary Connections with Music

	<ul style="list-style-type: none"> ● Examine a variety of musical styles and forms. ● Explore various expressive elements of music. ● Develop the ability to analyze and critique music compositions and performances. ● Experience the connection of music to history, culture, heritage and community. ● Develop knowledge of various styles of music. ● Describe ways in which music and other disciplines are connected. 	
Standard	Objectives	Examples
B3, B4, B5	<p>Students will:</p> <ul style="list-style-type: none"> ● Participate cooperatively in a group. ● Participate in and attend performances. ● Be able to follow the instructor's directions. ● Develop skills needed to perform on instrument outside the classroom. ● Develop physical abilities adequate to play a musical instrument. ● Develop musical independence and the ability to perform alone. 	Ongoing Learner Goals

High School Marching Band

<p>Instructional Focus: An instrumental ensemble that will perform literature from the big band era and contemporary pop and jazz idioms. The student will learn the development of improvisational skills, chord reading, and arranging. Scheduled performances are required and are a part of class assessment. Enrollment is limited to standard jazz/stage band instrumentation: i.e. Saxes, trumpets, trombones, guitar, keyboard/piano, bass, and drum set. Other instruments are possible upon instructor's approval. This course may be repeated for credit.</p>		
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Demonstrate proper care and maintenance of the instruments. • Demonstrate ability to correctly assemble and play the instruments. 	The Instrument
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Exhibit correct posture without excess tension. • Utilize proper breathing to produce full sound, good tone, and consistent intonation. • Position chair, stand, and body to be able to watch the conductor at all times. 	Body Position
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Use correct fingerings and alternate fingerings to facilitate music performance. • Develop finger patterns based on scales, tetrachords, and common patterns. • Perform with accurate articulations. • Demonstrate understanding of ways to improve tone production. • Produce an expanded variety of tone colors. • Reinforce efficient practice techniques. 	Playing Technique
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Use appropriate techniques to manipulate and match pitch. • Improvise melodies using rhythmic and melodic variations. • Recognize the characteristic sound of major and minor scales. • Play increasingly complex melodies and rhythmic patterns by rote. 	Ear Training
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Improvise simple melodies. • Improvise melodic embellishments and simple rhythmic and melodic variations over given accompaniments and chord progressions in a consistent style, meter, and tonality. • Describe ways that improvisation and soloing influence jazz music and performances. 	Improvisation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<ul style="list-style-type: none"> • Identify and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble or bass clef. • Identify and play in all keys. • Identify and play sharp, flat and natural signs. 	Musical Literacy

	<ul style="list-style-type: none"> • Identify whole and half steps and explain how they relate to major and minor scales. • Identify and play dynamic symbols from pp to ff as well as crescendo and decrescendo. • Define and play various signs as they occur in the music including: Accent, D.C. al fine, D. S. al Coda, Fermata, Marcato, Repeat Sign, Staccato, First and second endings, Multi-measure rest, Solo, soli, tutti, divisi, unison. • Read, write, count and play notes and rests from whole to sixteenth as well as dotted notes, triplets, and swung eight notes. • Count and play note and rest values in various rhythmic combinations. • Demonstrate understanding of simple and compound meters. • Define and play a variety of meters including simple, compound, and mixed meters. • Count and play rhythm patterns incorporating ties, upbeats and fermatas. • Compose a melody incorporating a common musical form and appropriate musical notations. • Name the keys on a piano. • Expand knowledge of musical vocabulary. • Sight read and rehearse appropriate jazz band literature of at least grade III. 	
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> • Expand awareness of correct intonation within an ensemble. • Enhance understanding of the concept of melody and harmony. • Develop the ability to play both melodic and harmonic parts. • Reinforce awareness of the importance of a steady beat. • Follow the conductor's beat patterns and basic signals for musical interpretation. • Play an independent line within an ensemble. • Develop awareness of all voices within an ensemble. • Develop ability to play with expression. • Demonstrate proper concert and rehearsal etiquette. • Identify and play the following jazz styles: Swing, Ballad, Funk, Latin. • Experience performing in various sized groups. • Perform in a variety of settings including smaller and larger sized groups. 	Ensemble Skills
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> • Experience music from a variety of cultures. • Develop a knowledge of the history of music. • Examine a variety of musical styles and forms. • Explore various expressive elements of music. • Develop the ability to analyze and critique music compositions and performances. • Experience the connection of music to history, culture, heritage and community. • Develop knowledge of various styles of music. • Describe ways in which music and other disciplines are connected. 	Intercultural and Interdisciplinary Connections with Music

Standard	Objectives	Examples
B4, B5, B6	Students will: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Participate in and attend performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instruments outside the classroom. • Develop physical abilities adequate to play a musical instrument. • Develop musical independence and the ability to perform alone. 	Ongoing Learner Goals

High School Symphonic Band

Instructional Focus: A performance class for the accomplished high school instrumentalist. Excellence in technical facility, musicianship, tone quality, music reading, and stylistic interpretation is constantly stressed. Increased individual study is encouraged. Scheduled performances are required and are a part of class assessment. Course may require participation in Pep Band. This course may be repeated for credit.

Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Demonstrate proper care and maintenance of the instruments. • Demonstrate ability to correctly assemble and play the instruments. 	The Instrument
B5	Students will: <ul style="list-style-type: none"> • Exhibit correct posture without excess tension. • Develop proper playing posture for each instrument. • Position instrument, stand, and body to be able to watch the conductor at all times. 	Body Position
B5	Students will: <ul style="list-style-type: none"> • Use correct fingerings and alternate fingerings to facilitate music performance. • Develop finger patterns based on scales, tetrachords, and common patterns. • Develop ability to produce accurate articulations. • Expand awareness of ways to improve tone production. • Produce an expanded variety of tone colors. • Reinforce efficient practice techniques. 	Playing Technique
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Recognize the characteristic sound of major and minor scales. • Play increasingly complex melodies and rhythmic patterns by rote. • Use appropriate techniques to manipulate and match pitch. • Improvise melodies using rhythmic and melodic variations. 	Ear Training

Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> • Identify and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble and bass clef. • Identify and play in all keys. • Identify and play sharp, flat and natural signs. • Identify whole and half steps and explain how they relate to major and minor scales. • Identify and play dynamic symbols from pp to ff as well as crescendo and decrescendo. • Define and play various signs as they occur in the music including: Accent, D.C. al fine, D. S. al Coda, Fermata, Marcato, Repeat Sign, Staccato, First and second endings, Multi-measure rest, Solo, soli, tutti, divisi, unison. • Identify and play the following tempo markings: Moderato, Allegro, Vivace, Accelerando, Andante, Largo, Ritardando. • Read, write, count and play notes and rests from whole to sixteenth as well as dotted notes and triplets. • Count and play note and rest values in various rhythmic combinations. • Demonstrate understanding of simple and compound meters. • Define and play a variety of meters including simple, compound, and mixed meters. • Count and play note and rest values in various rhythmic combinations. • Demonstrate understanding of simple and compound meters. • Define and play a variety of meters including simple, compound, and mixed meters. • Count and play rhythm patterns incorporating ties, up-beats and fermatas. • Compose a melody incorporating a common musical form and appropriate musical notations. • Name the keys on a piano. • Expand knowledge of musical vocabulary. • Sight read and rehearse appropriate band literature of at least grade IV. 	Musical Literacy
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> • Expand awareness of correct intonation within an ensemble. • Enhance understanding of the concept of melody and harmony. • Develop the ability to play both melodic and harmonic parts. • Reinforce awareness of the importance of a steady beat. • Follow the conductor's beat patterns and basic signals for musical interpretation. • Play an independent line within an ensemble. • Develop awareness of all voices within an ensemble. • Develop ability to play with expression. • Demonstrate proper concert and rehearsal etiquette. • Experience playing various styles of music (ie. march, chorale, jazz, classical...). • Experience performing in various sized groups. • Perform in a variety of settings including smaller and larger sized groups. 	Ensemble Skills

Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Experience music from a variety of cultures. • Develop a knowledge of the history of music. • Examine a variety of musical styles and forms. • Explore various expressive elements of music. • Develop the ability to analyze and critique music compositions and performances. • Experience the connection of music to history, culture, heritage and community. • Develop knowledge of various styles of music. • Describe ways in which music and other disciplines are connected. 	Intercultural and Interdisciplinary Connections with Music
Standard	Objectives	Examples
B4, B5, B6	Students will: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Participate in and attend performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom. • Develop physical abilities adequate to play a musical instrument. • Develop musical independence and the ability to perform alone. 	Ongoing Learner Goals

Alaska Arts Standards for Music

A. CREATE

Imagine and develop artistic ideas and work

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Anchor Standard #2: Organize and develop artistic ideas and work

Enduring Understanding

Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

Essential Question

How do musicians make creative decisions?

Anchor Standard #3: Refine and complete artistic work

Enduring Understanding

Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

B. PRESENT

Interpret and share artistic work

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production

Enduring Understanding

Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

Essential Questions

How do performers select their musical repertoire? How do performers interpret musical works?

Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding

Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.

Essential Question

How do musicians improve the quality of their performance?

Anchor Standard #6: Perform, present, and/or produce artistic work

Enduring Understanding

The context of time, place, and culture in which a work is presented influences audience response.

Essential Question

How do context and the manner in which musical work is presented influence audience response?

C. RESPOND

Understand and evaluate how the arts convey meaning

Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding	Essential Question
Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.	How does understanding the structure and context of music inform a response?

Anchor Standard #8: Interpret intent and meaning in artistic work

Enduring Understanding	Essential Question
Musicians provide clues to their expressive intent through the use of elements and structures of music.	How do we detect musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work

Enduring Understanding	Essential Question
The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.	How do we evaluate the quality of musical works and performances?

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding	Essential Question
Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.	How do musicians make meaningful connections in order to create, perform and respond?

Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding

Enduring Understanding	Essential Question
Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.	How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?