

Blackhawk School District

CURRICULUM

Course Title:	Band
Grade Level(s):	Grades 9-12
Periods Per Week:	Daily
Length of Class:	40 minutes
Faculty Author(s):	Music Faculty: Lisa Thomas-Wright, Krsten Neeley, Jayne McDonald, George Hoydich, Bob Barthen, Diane Hemphill
Date:	December 2007; Revised May '09

MUSIC DEPARTMENT MISSION:

Blackhawk School District will support development of all students' musical awareness, enjoyment, confidence and expression through educational and enrichment opportunities. We are dedicated to providing an excellent music education through a sequential program of study, performing ensembles and concerts that foster excellent musicianship and a lifelong appreciation for music.

COURSE DESCRIPTION:

Senior High Band is an all-year course which incorporates both Marching and Concert band concepts. Students will continue to develop musicianship, appreciation and technique through performance of quality band literature and repertoire and to continue development of ensemble playing and individual technical abilities. Students will participate at football games and various community events as the Marching Band and four concerts as the Concert Band. These performances are part of the student's grade.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

OBJECTIVES (PA standard)	RESOURCES
<p>9.1 A Rhythm Demonstrate whole, half, quarter, eighth, triplets and sixteenth notes; whole, half, quarter, eighth, and sixteenth rests; duple and triple meter; combination rhythms; syncopation; dotted rhythms</p> <p>9.1 A Pitch Demonstrate ability to correspond written notation with specific instrument technique</p> <p>9.1 A Timbre Identify timbre in the context of an ensemble</p> <p>9.1 A & B Composition and Improvisation Create and perform rhythmic melodic improvisations based on the literature</p> <p>9.1 Form Identify and demonstrate the form within instrumental literature</p> <p>9.2 A.-G, J-K and 9.1.A, D, F Historical and Cultural Context Perform music representing diverse genres, cultures, and historical periods</p> <p>9.1 Notation Recognize, perform, and notate rhythmically and melodically in duple and triple meter; half, quarter, eighth, sixteenth, and triplet notes, whole and dotted half notes; half, quarter, eighth rests; combination rhythms in duple and triple meter</p> <p>9.1G Rehearsal, Performance, Practice Etiquette Understand and apply the function and expectations of rehearsals, performances and individual practice</p> <p>9.1 C Vocabulary Understand and apply music terminology found within literature</p> <p>9.1.H Safety and Equipment demonstrate proper use and care of instruments and materials</p>	<p>Various band literature and repertoire</p>

9.1 J.&K Technology

Incorporate technology as appropriate to the curriculum including SMART music, metronomes, and tuners

9.3 A., B, & E., 9.1.F Critical Response

Critically respond to composer, music, and performances as appropriate(compare, contrast, evaluate, analyze, and interpret)

9.4 B & C Aesthetic Response

Describe the intrinsic effects that literature has on one's own performance individually and within an ensemble`