

COMMUNITY UNIT SCHOOL DISTRICT 200

Wind Ensemble High School – Grades: 9, 10, 11, 12 Intermediate Level - Two Semesters Elective

- 1. Subject Expectation (State Goal 25) The student will know the language of the arts.**

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.4 a. analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts
- read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements
 - students will be able to identify, describe and apply the following elements of music
 - intonation-students will learn scales and modes performed on their instrument
 - tone/timbre-students will explore varied/appropriate tone color through listening within the ensemble, paying attention to embouchure formation, breath support, and striking area of percussion
 - phrasing – students will understand and apply through melodic/harmonic motion, rhythm, and text articulations-students will understand and apply use of accents, staccato, legato, and marcato
 - dynamics-students will understand and appreciate the use of silence, and varying sound levels as a means of musical expression
 - tempo/pulse-students will understand tempo/pulse as the core ingredient in energetic and meaningful music making. Students will apply tenuto, accelerando, ritardando, rallentando, and rubato
 - reads a score of minimally four staves, and in so doing will be able to identify and perform notated pitches, rhythms, and key signatures
 - reads band music using correct fingering/slide position/sticking, both diatonic and chromatic

- * – performs on instrument major, minor and chromatic scales
 - * – performs on instrument major, minor, augmented and diminished triads
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 - through analysis, discussion, and performance students will understand musical form, harmony, and melody
 - understands how individual part functions in the overall ensemble
 - understands overall structure of a band work such as ABA form, or strophic form
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 - demonstrate awareness of the affective, cognitive, and kinesthetic principles of expressive qualities through discussion and performance
 - understand and apply proper breathing technique to support characteristic sound of instrument
 - understand and consistently apply breath management techniques with minimal teacher intervention
- 25.A.5 b. analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning, at an advanced level of understanding
- understand the use of aesthetic qualities as communication through discussion, writing, and performance
 - identify and present elements in music, which convey intent and give meaning in their work and the work of others, i.e. the quality and effectiveness of artists' performances/compositions

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions, and connections in and among the arts
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- Critical Content 25.B.4 a. analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context, at an advanced level of understanding
- select and apply one or more descriptors from a given list, to works of art sharing the same period
 - identify the acknowledged five periods of the arts and focus on two of these areas through performance

2. Subject expectation (State Goal 26) Through creating and performing, the student will understand how works of art are produced.

Essential Learning 1 (Learning Stand A)	Understand the processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.4c | a. | analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing <ul style="list-style-type: none"> • analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing through listening, discussion, and performing |
| | 26.A.4d | b. | demonstrate the ability to read written notation for a vocal or instrumental part, at an advanced level of understanding and comprehension |
| | 26.A.5 | c. | analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas, at an advanced level of understanding <ul style="list-style-type: none"> * • understand the elements of tone color through listening, discussion, and performance evaluation <ul style="list-style-type: none"> – understand and apply the principles of resonance in both individual and ensemble performance, and distinguish between dark/rich color and bright/thin color – discuss and evaluate appropriate tone and timbre as it relates to a specific piece of music * • present and discuss recorded and live musical performances which point to a specific tool or technology and analyze the way in which performers interpret the intent of the selected musical piece, and its creator * • discuss new possibilities for the use of musical tools and technologies by comparing and contrasting sound production of instruments from various cultures |

Essential Learning 2 (Learning Standard B)	Apply the skills and knowledge necessary to create and perform in one or more of the arts
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| Critical Content | 26.B.4c | a. | create and perform music of challenging complexity and length with expression, at an advanced level of musicality <ul style="list-style-type: none"> * • create and perform a complex piece of music of significant length and expression using identified elements such as unity/variety, tension/release, form, timbre, and style <ul style="list-style-type: none"> – perform with an awareness of the role of the individual, and his/her importance in creating a sense of ensemble, within his/her section and within the band as a whole – understand ownership of the music making process as an essential ingredient to achieving high levels of performance * • present and invite others into a performance of an original piece of music using improvisational elements of harmony, melody and rhythm |
| | 26.B.5 | b. | create and perform a complex work of art using a variety of techniques, technologies, and resources in independent decision making, at an advanced level of precision and accuracy |

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 - perform alone and with others, a varied repertoire of music
 - use ensemble skills (e.g. balance, intonation, rhythmic unity) when performing as part of a group
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 - improvise melodies, variations, and accompaniments
 - improvise stylistically appropriate harmonizing parts
 - improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys (e.g., folk songs, standard pop songs, hymn tunes)
 - improvise original melodies over given chord progressions in a consistent style, meter, and tonality
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 - compose or perform or arrange music within specified guidelines
 - compose music in a variety of distinct styles (e.g., classical, folk, pop, jazz, rock)
 - use the elements of music for expressive effect (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form)
 - compose and arrange music for duet or larger ensemble
 - understand the ranges and traditional uses of various sound sources (e.g., voices, acoustic)
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 - know and apply appropriate criteria to music and musical performances
 - understand how the elements of music and expressive devices are used in music from diverse genres and cultures
 - understand the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)
 - understand compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g., motives, imitation, retrograde, inversion)
 - know specific criteria that affect the quality and effectiveness of musical performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)

**3. Subject expectation
(State Goal 27)**

**Students will understand the role of the arts in
civilizations past and present**

Essential Learning 1 (Learning Standard A)	Analyze how the arts function in history, society and everyday life
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| Critical Content | 27.A.4a | a. | evaluate how consumer trends in the arts affect the types and styles of art products |
| | 27.A.4b | b. | analyze how the arts are used to inform and persuade through traditional and contemporary art forms |
| | * | • | discuss and present examples of how consumer trends affect the types and styles of music produced, and the role of the music industry (e.g. record producers, concert arrangers, studio production), the impact of the recorded music industry and the Internet |
| | * | • | analyze, discuss, and present examples of how music is used to persuade and inform in traditional and contemporary music, and how music serves as a change catalyst, or as a reflection of societal changes |
| | 27.A.5 | c. | analyze how careers in the arts are expanding based on new technologies and societal change |

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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| Critical Content | 27.B.4a | a. | analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period, and culture |
| | * | • | students will identify and classify the distinguishing characteristics of selected historical and contemporary music by style, period and cultures (e.g., classical, jazz, pop, global/world music) |
| | 27.B.4b | b. | understand how the arts change in response to changes in society |
| | * | • | students will understand how music changes in response to changes in society, and how music influenced society in a given time (e.g., jazz age, blues, rock and roll culture, Nationalism, Expressionism, folk music and spirituals/gospel music) |
| | 27.B.5 | c. | analyze how the arts shape and reflect ideas, issues or themes in a particular historical period |