

PREFACE

The course syllabus reflects the philosophical position stated in the Standards of Quality and the Course of Study approved as policy by the Clark County Board of School Trustees. The purpose of the syllabus is to establish minimum basic concepts for each course. Teachers will use this syllabus in Middle school **Band** class.

The **course scope and goals** are statements of broad direction and should facilitate the designing of a program that will meet the needs of students.

The **course structure** is an overview of the general concepts to be included in the major areas of emphasis. The numbers to the right of the structure refer to the performance objectives in the body of the syllabus.

The **performance objectives** are the minimum expectations of the completed course. They are organized statements which will be used to measure student achievement. Each objective statement includes the number of the course goal(s) to which the objective relates. The objectives reflect a variety of thinking levels which are designed to provide challenging instruction of all students.

The **suggestions** provide an extension to the regular classroom methodology. They offer additional approaches for translating the performance objectives into actual instructional activities.

The **suggested** resources section lists materials which may be useful in achieving the performance objectives.

This syllabus was developed by the Department of Curriculum and Professional Development using a teacher task force. Syllabi are in continuous revision. Teachers should recommend additions and changes as input to the Department of Curriculum and Professional Development.

SYLLABUS KEY: (EXAMPLE)

Concept one	>>1.	INSTRUMENTAL TECHNIQUE
Concept one, objective one ...	>>1.1	THE STUDENT WILL DEMONSTRATE PROPER ASSEMBLY, CARE AND MAINTENANCE OF HIS/HER INSTRUMENT.
Correlates to course goals.....	>>	(1)
Concept one, objective one, Suggestion one.....	>>1.1.A	SUGGESTION: Have students demonstrate the correct assembly procedure for each instrument.

THINKING LEVELS EXPLANATION

A useful system to classify questions is Sanders' Levels of Questioning, which is based on Bloom's Taxonomy. This classification system offers a framework for movement to higher-level student thinking. A brief description of the seven levels of question follows.

	LEVEL	DEFINITION
1.	MEMORY	The student recalls or recognizes information. The content may be particular facts, definitions, and generalizations.
2.	TRANSLATIONS	The student expresses the same idea in a different way. For example, a student may explain graphs, write a word problem in numerical notation, or change a statement in English to its Spanish equivalent.
3.	INTERPRETATION	The student relates facts, generalizations, definitions, values, and skills. To relate means to discover or use a relationship between two or more ideas. There are several types of interpretation: comparison, implication, inductive thinking, quantitative thinking, and cause and effect.
4.	APPLICATION	The student solves a problem that requires the use of generalizations, facts, values, and other types of thinking. A student is not told what information to use because, at this level, a student transfers skills to his/her own. Application calls for the transfer of learning to new situations.
5.	ANALYSIS	The student is expected to analyze elements and relationships. The student breaks down information into parts. The student is Able to see the relationship between parts, such as tracing a Statement made early in a novel to an event that occurs later in the novel. The student must be conscious of the intellectual Process he/she is performing and know the rules for reaching a valid and true conclusion.
6.	SYNTHESIS	The student uses original, imaginative thinking to solve a problem. The student has great freedom in deciding what is to be produced and how it is to be produced. A synthesis question never has one correct response.
7.	EVALUATION	The student makes judgments based on clearly defined standards. The student rates something as being good or bad, right or wrong, beautiful or ugly. An evaluation answer is never provable. The best that can be done is to present good supporting evidence.

From Classroom Questions - What kind? By Norris M. Sanders. Copyright © 1966 by Harper & Row, Publishers Inc. Used with permission from Harper & Row Publishers, Inc., San Francisco, CA.

GRADUATE PROFILE CORRELATIONS

GOALS FOR CLARK COUNTY SCHOOL DISTRICT INSTRUCTION

The following goals present learning outcomes expected in all courses for all Clark County School District students. These goals will be integrated in context with instruction within each content area in order for students to understand and apply the fundamentals of English, mathematics, science, civics and government, history, geography, economics, arts, and health and fitness.

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| 1. | COMMUNICATION
READING

WRITING

SPEAKING

LISTENING | The student will locate, comprehend, and interpret written information. This will include, but not be limited to books, papers, manuals, graphs, and schedules. The student will organize, compose, proof. And edit written material appropriate to the course. The student will organize, compose, and present materials orally. The student will receive, interpret, and respond to oral Communications, taking into account both verbal and Nonverbal cues. |
| 2. | RESOURCES/INFORMATION | The student will acquire, organize, interpret, and process information to make the maximum use of time, money, material, and personnel resources. |
| 3. | SYSTEMS/TECHNOLOGY | The student will use appropriate technology to function effectively in various organizational systems. |
| 4. | INTERPERSONAL SKILLS | The student will demonstrate effective interpersonal skills by cooperating in team situations; asserting leadership when appropriate; negotiating differences and appreciating diversity; and being willing to share skills, knowledge, and material with peers. |
| 5. | PROBLEM SOLVING | The student will use analytical, logical, and creative thinking skills to solve problems, make decisions, make reasonable judgments, and generate new idea. |
| 6. | PERSONAL INVENTORY | The student will evaluate career choices and long-term options based on personal criteria. |
| | WHERE AM I? | The student will assess his/her existing interests, aptitudes, knowledge, and skills. Personal qualities such as self-confidence, responsibility, integrity, and honesty will be a part of the self-assessment. |
| | WHERE DO I WANT TO GO? | The student will explore a wide array of career options at all levels to formulate long-term goals. |
| | HOW DO I GET THERE? | The student will interrelate his/her present status with Personal long-term goals to determine the best Course of action to achieve the long-term goals. |

MIDDLE SCHOOL ADVANCED BAND - 0490

Course Scope:

This course is designed for students who have achieved beyond the Intermediate Band level. It includes guidance and direction in solving psychomotor problems relating to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within

a variety of musical styles. The importance of sustained effort and practice is stressed for technical proficiency. This course may be repeated.

Course Goals:

1. To demonstrate proper care and maintenance of the student's instrument.
2. To produce a characteristic sound on an instrument through the use of correct embouchure, posture, and breath support.
3. To identify and interpret the note and rest values, meter signatures, and rhythmic patterns.
4. To recognize the note names and produce the appropriate pitches for the practical range of an instrument.
5. To demonstrate correct playing of scales and literature.
6. To identify and interpret music terminology, tempo markings, and styles.
7. To develop an awareness and understanding of proper intonation.
8. To become aware of career opportunities in music.
9. To develop critical and analytical listening skills.
10. To develop an understanding of the relationship between music, the other arts, and disciplines outside the arts.
11. To develop improvisational and compositional skills.
12. To develop an understanding of music in relation to history and culture.
13. To utilize acquired musical skills in public performances.

MIDDLE SCHOOL ADVANCED BAND - 0490

COURSE STRUCTURE

PERFORMANCE OBJECTIVES

1. INSTRUMENTAL TECHNIQUE

1.1 - 1.7

Instrument Maintenance
Tone Production
Physical Considerations

Articulation
Fingering/Position/Sticking Accuracy
Intonation
Pulse Control

2. MUSIC LITERACY 2.1 - 2.8

Note Identification
Rhythmic Recognition
Musical Terms
Repertoire
Stylistic Considerations
Improvisation
Composition
Scales

3. AESTHETICS 3.1 - 3.7

Performance
Analytical Listening
Critical Listening
Music in Relation to History and Culture
Relationship Between Music, the Other Arts, and Disciplines Outside the Arts
Careers

1. INSTRUMENTAL TECHNIQUE

**1.1 THE STUDENT WILL DEMONSTRATE PROPER ASSEMBLY, CARE AND MAINTENANCE OF HIS/HER INSTRUMENT.
(1) (NS 2)**

1.1.A SUGGESTION: Have students demonstrate the correct assembly procedure for each instrument.

1.1.B SUGGESTION: Have students provide a list of necessary items for proper instrument maintenance, i.e., cork grease, cleaning swab, valve oil, etc.

1.1.C SUGGESTION: Have students demonstrate proper cleaning technique for each instrument.

1.1.D SUGGESTION: Have students discuss instrument maintenance schedule.

**1.2 THE STUDENT WILL PERFORM WITH A CHARACTERISTIC TONE.
(2) (NS 2)**

1.2.A SUGGESTION: Expose the students to good examples of proper tone for their instrument utilizing both live performance and recorded samples.

1.2.B SUGGESTION: Demonstrate proper breathing technique.

1.2.C SUGGESTION: Play long tones during the warm-up period.

**1.3 THE STUDENT WILL DEMONSTRATE PROPER POSTURE AND HAND POSITION WHILE PERFORMING.
(2) (NS 2)**

1.3.A SUGGESTION: Have the student sit up straight, off the back of the chair, bringing the instrument into playing position without adjusting posture.

1.3.B SUGGESTION: Demonstrate the difference between proper and improper hand position.

**1.4 THE STUDENT WILL DEMONSTRATE LEGATO, STACCATO, AND MARCATO ARTICULATIONS.
(6) (NS 2)**

1.4.A SUGGESTION: Consistently check that the student initiates the sound with tongue, rather with an air or glottal attack.

1.4.B SUGGESTION: Provide vocal models for proper articulation concepts, i.e., dah, tah tah, etc.

**1.5 THE STUDENT WILL DEMONSTRATE MEMORIZATION OF THE FINGERINGS FOR THE NOTES WITHIN THE FOLLOWING RANGES:
(4, 5) (NS 2,5)**

- a. Flute: c below the staff to f above the staff.
- b. Oboe: c below the staff to d above the staff.
- c. Bassoon: Bottom line f to f above the staff.
- d. Clarinet: e below the staff to d above the staff.
- e. Saxophone: c below the staff to d above the staff.
- f. Trumpet: g below the staff to g above the staff.
- g. Horn: f below the staff to f above the staff.
- h. Trombone/Euphonium/Bassoon: Bottom line f to f above the staff.
- i. Tuba: f below the staff to fourth line f.

1.5. A SUGGESTION: Demonstrate the use of fingering chart.

1.5. B SUGGESTION: Once the note has been taught, check for understanding by having the student write in the fingerings for a selected passage, careful not to make this a practiced habit.

1.5.C SUGGESTION: Have percussion students demonstrate proper sticking utilizing right hand lead on snare, as well as on the keyboard instruments.

1.5.D SUGGESTION: Have students write in the sticking for a selected passage.

1.6 THE STUDENT WILL DEMONSTRATE AN AWARENESS OF VARIOUS TUNING

**PROCEDURES.
(7) (NS 2,)**

- 1.6.A SUGGESTION: Demonstrate the difference between in tune and out of tune.
- 1.6.B SUGGESTION: Demonstrate the use of a tuning device.
- 1.6.C SUGGESTION: Make the students aware of notes on the instrument that are inherently out of tune, i.e., d on the trumpet

**1.7 THE STUDENT WILL PERFORM EXERCISES, MUSIC, AND SCALES WITH A STEADY BEAT.
(3) (NS 2)**

- 1.7.A SUGGESTION: Have students practice exercises, music and scales along with a metronome (or audible beat device) to verify that the tempo is held steady.
- 1.7.B SUGGESTION: Have students perform exercises, music and scales without a metronome, keeping the pulse steady.

2. MUSIC LITERACY

**2.1 THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE LETTER NAMES OF ALL NOTES WITHIN THE PRACTICAL PLAYING RANGE (SEE 1.5).
(4) (NS 5)**

- 2.1.A SUGGESTION: Have students fill in the names of notes on a written test.
- 2.1.B SUGGESTION: Ask students to identify the names of the notes within a particular musical work.
- 2.1.C SUGGESTION: Have students explain intervalic relationships as it pertains to concert key with her/her own instrument.
- 2.1.D SUGGESTION: Ask students to demonstrate the appropriate note when a given concert pitch is requested.

**2.2 THE STUDENT WILL DEMONSTRATE THE ABILITY TO PLAY, NOTATE, AND SIGHT-READ SIMPLE RHYTHMS.
(3) (NS 5)**

- 2.2.A SUGGESTION: Have students sight read musical examples which incorporate whole, half, quarter, eighth, sixteenth, and dotted notes and rests in $2/4$, $3/4$, $4/4$, and $6/8$ meter signatures.
- 2.2.B SUGGESTION: Have students notate orally and visually performed rhythm patterns.

**2.3 THE STUDENT WILL IDENTIFY AND DEFINE STANDARD NOTATION SYMBOLS AND TERMS.
(6) (NS 5)**

- 2.3.A SUGGESTION: Have students define standing notation terms for
 - Pitch
 - Rhythm
 - Dynamics

Tempo
Articulation
Expression

2.3.B SUGGESTION: Have students maintain a vocabulary list of terms and symbols found within their music.

2.3.C SUGGESTION: Have students define terms with a new piece of music, demonstrating their knowledge through performance.

**2.4 THE STUDENT WILL PERFORM A VARIED MUSICAL REPERTOIRE.
(13) (NS 2)**

2.4.A SUGGESTION: Have each student demonstrate his/her ability to play the specific part with accurate notes in literature with a level of 2-3.

2.4.B SUGGESTION: Have each student demonstrate his/her ability to play the specific part with appropriate expression in literature with a level of 2-3.

**2.5 THE STUDENT WILL DEFINE AND DEMONSTRATE STYLISTIC MARKINGS AS LISTED ON THE MUSIC.
(6) (NS 2)**

2.5.A SUGGESTION: Have students define articulation markings such as accents, slurs, and legato markings as indicated in the literature.

2.5.B SUGGESTION: Have students demonstrate articulation markings such as accents, slurs, and legato markings as indicated in the literature.

2.5.C SUGGESTION: Have students maintain a list of all stylistic markings learned.

**2.6 THE STUDENT WILL DEMONSTRATE MELODIC AND/OR RHYTHMIC IMPROVISATIONS ON A GIVEN SET OF NOTES.
(11) (NS 3)**

2.6.A SUGGESTION: Have students participate in "call and response" exercises where the teacher creates a melody using notes from a particular scale and the rest of the class repeats the figure. Improvisations of this nature should move in stepwise motion and should start on the tonic note of the specified key.

2.6.B SUGGESTION: Have students improvise a melodic line given the Bb pentatonic scale while the band performs a rhythmic ostinato pattern in accompaniment.

2.6.C SUGGESTION: Have students improvise a 2-measure melodic pattern in response to a 2-4 measure melodic pattern introduced by the teacher.

2.6.D SUGGESTION: Have students improvise a melodic line given the Bb pentatonic scale while the band performs a rhythmic ostinato pattern in accompaniment.

**2.7 THE STUDENT WILL COMPOSE MELODIES.
(11) (NS 4)**

2.7.A SUGGESTION: Have students compose a piece that is based on a short rhythmic motive.

- 2.7.B SUGGESTION: Have students compose a short piece (i.e. 4-8 measures) that is designed to create a specific feeling or mood.
- 2.7.C SUGGESTION: Have students compose a piece of at least 4 complete measures demonstrating accurate usage of musical symbols.
- 2.7.D SUGGESTION: Have students compose a short piece (4-8 measures) demonstrating the use of compositional devices below.
- Phrase construction
 - Repeated motives
 - Chord progression/resolution
- 2.7.E SUGGESTION: Have students compose a work using non-standard sounds/notation symbols while demonstrating the use of compositional devices (see 2.7.D).

**2.8 THE STUDENT WILL PERFORM A VARIETY OF CONCERT PITCH SCALES FROM MEMORY.
(5) (NS 2)**

- 2.8.A SUGGESTION: Have each student demonstrate his/her ability to play diatonic and chromatic scales in the keys of F, Bb, Eb, and on a weekly basis.
- 2.8.B SUGGESTION: Have each student demonstrate his/her ability to play diatonic and chromatic scales in the keys of F, Bb, Eb, and on a weekly basis demonstrating a variety of articulations.

3. AESTHETICS

**3.1 THE STUDENT WILL PARTICIPATE IN A NUMBER OF VARIED PERFORMANCES THROUGHOUT THE YEAR.
(13) (NS 2)**

- 3.1.A SUGGESTION: Have students play a solo or participate in a chamber ensemble in the district Middle School Solo and Ensemble Festival.
- 3.1.B SUGGESTION: Have students participate in a variety of chamber performance venues and settings within and outside of the school (i.e. faculty meetings, special school functions [PTA gatherings], nursing homes, libraries, etc).
- 3.1.C SUGGESTION: Have students perform for each other at least once each semester.

**3.2 THE STUDENT WILL ANALYZE A PARTICULAR WORK IN TERMS OF THE ELEMENTS OF MUSIC INCLUDING INSTRUMENTATION, TEXTURE AND STYLISTIC CONSIDERATIONS.
(9) (NS 6)**

- 3.2.A SUGGESTION: Upon listening to a particular work, have students list the instrumentation.
- 3.2.B SUGGESTION: Have students indicate how the use of instrumentation affects both texture and style.
- 3.2.C SUGGESTION: The same work that was used in 3.2.A should then be played using a different instrumentation. Explore how this changes the music. Does this change the

texture? Style? (Pachelbel's Canon).

3.3 THE STUDENT WILL CRITIQUE A VARIETY OF PERFORMANCES FOR INTONATION, NOTE AND RHYTHMIC ACCURACY AND MUSICALITY. (9) (NS 7)

- 3.3.A SUGGESTION: While listening to a recording of their performance, have students notate in a log observed correct and incorrect notes and rhythms from within their own part.
- 3.3.B SUGGESTION: Have students indicate how the performance of their section could be improved and record this information along with 3.3.A.
- 3.3.C SUGGESTION: Have students list both the positive and negative qualities of a performance. The students can evaluate either a taped performance or a performance of another section within the band.

3.4 THE STUDENT WILL PERFORM MUSIC FROM A VARIETY OF MUSICAL PERIODS AND CULTURES. (12) (NS 9)

- 3.4.A SUGGESTION: Have students perform music from a variety of musical periods and cultures.
- 3.4.B SUGGESTION: Have students write then give brief reports on any given culture and choose musical representations to play for the class.
- 3.4.C SUGGESTION: Have students write program notes for music representing these cultures and include them in the program. This may be done as a sectional assignment as well with each member of the section dealing with a different aspect of the culture.
- 3.4.D SUGGESTION: Have students create a bulletin board based on a "Composer of the Month". Include information about the time period, nationality and works composed.
- 3.4.E SUGGESTION: Have students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 3.4.F SUGGESTION: Have students compare, in several cultures of the world, the functions music serves and the conditions under which the music is typically performed.

3.5 THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS AND DISCIPLINES OUTSIDE THE ARTS. (10) (NS 8)

- 3.5.A SUGGESTION: Have students use fractions to understand time signatures.
- 3.5.B SUGGESTION: Have students create visual pictures depicting what a composition portrays.
- 3.5.C SUGGESTION: Have students learn musical terms in foreign languages.
- 3.5.D SUGGESTION: Have students understand, at the basic level, the physics of sound production.
- 3.5.E SUGGESTION: When performing a piece from a specific time period or representing a given culture, have students provide mini-presentations for the audience before the selection is performed.

**3.6 THE STUDENT WILL BE AWARE OF POSSIBLE CAREER CHOICES IN MUSIC.
(8) (NS 9)**

3.6.A SUGGESTION: Have members of various professions present information about their careers.

3.6.B SUGGESTION: Have students may help with administrative duties, library duties or peer mentoring opportunities to sample different aspects of the music industry and education.