

## Band Course Overview

Unit	Major Concepts	Skills	Summative Assessments
<p>Individual Lessons</p>	<p>Students learn the skills on their instruments to be able to perform as an individual.</p> <p>Students learn to care for their chosen instruments.</p> <p>Students master the building blocks of music in order to perform increasingly advanced concepts.</p>	<ol style="list-style-type: none"> <li>1. Basic technique               <ul style="list-style-type: none"> <li>● Posture</li> <li>● Breathing</li> <li>● Articulation</li> <li>● Embouchure and Air direction</li> <li>● Instrument position</li> <li>● Hand Position</li> </ul> </li> <li>2. Basic assembly and maintenance</li> <li>3. Idiomatic issues and skills</li> <li>4. Warm-up procedure</li> <li>5. Scales, arpeggios, and pentatonics</li> <li>6. Rhythm, counting, and meter</li> <li>7. Notation</li> <li>8. Tone quality / intonation</li> </ol>	<p>Authentic task: weekly lesson assessment</p> <p>Solo performance</p> <p>Individual video and audio performance reflection</p> <p>Trimester goal setting and evaluating</p>
<p>Full Band Rehearsal</p>	<p>Students learn connections between the individual performance and its contribution to the ensemble.</p> <p>Students learn practices and techniques to improve their individual performance and the performance of the ensemble.</p> <p>Students learn to identify compositional techniques used by a variety of composers and learn to perform works as intended by the composers.</p> <p>Students learn to listen to the music they are creating and to appreciate it, whether or not it is the student's preferred style of music.</p>	<ol style="list-style-type: none"> <li>1. Posture</li> <li>2. Prepared with materials (music, instrument, pencil)</li> <li>3. Rehearsal etiquette.</li> <li>4. Understand the conductor's gestures.</li> <li>5. Multiple measure rest.</li> <li>6. Warm-up procedure</li> <li>7. Intonation</li> <li>8. Balance &amp; blend</li> <li>9. Individual's obligation to the whole</li> <li>10. Musical form and compositional techniques of aesthetic compositions (what the composer/arranger brings to the "aesthetic table").</li> <li>11. Composer's intent (conductor/student role).</li> <li>12. Instrument part's role within composition.</li> <li>13. Aesthetic connection between the composer, the collective performers, and the audience.</li> </ol>	<p>Assessments of individual part preparation during lessons and/or rehearsals</p> <p>Concert performance</p> <p>Concert performance reflection: Written reflection (survey of perceived strengths and areas in need of growth) following concert performances</p>

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	<p>Students learn how to separate and discern the aesthetic from the non-aesthetic and how the aesthetic helps complete them as humans.</p> <p>The instrumental music ensemble is one of the very few curricular areas that combine all three domains of Bloom's learning theory; Cognitive, Psychomotor, Affective.</p>		
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