

Colton Joint Unified School District Course of Study  
**High School Course Description for: Wind Ensemble**

<b>Course Title:</b> Wind Ensemble	<b>Curricular Area:</b> Performing Arts
<b>Course Number:</b> VPA007/VPA008	<b>Department:</b> Visual & Performing Arts
<b>Grade Level:</b> 9-12	<b>Length:</b> One Full Year May be repeated for up to 20 credits
<b>Prerequisite:</b> Audition or permission of instructor	<b>Credits:</b> 10 (5 per semester)
<b>Meets a UC A-G Requirement:</b> F- Visual & Performing Arts	<b>Meets NCAA Requirement:</b> No
<b>CTE Course Sequence:</b> N/A	<b>Articulated Course:</b> N/A

**Course Description**

Wind Ensemble emphasizes instruction of skills in tone, intonation, rhythm, tempo, dynamics, articulation, harmony, and phrasing. Students will experience a variety of music activities through participation, performance, creation, interpretation, and evaluation. The course will explore wind literature and practices from various historical/cultural sources and provide opportunities for music appreciation and knowledge of college/career opportunities.

**Alignment**

This course is aligned to the *Visual and Performing Arts: Music California Content Standards for Public Schools (2001) advanced level* and the *University of California Guide to A-G requirements* for category F- Visual and Performing Arts Courses.

**General Goals and Requirements of Course**

Students are expected to develop advanced skills through performance technique and knowledge of basic music theory and history. Students will be able to perform music of simple to advanced difficulty and understand the fundamentals of music from different cultures, periods and styles. Listening to music, will be emphasized, and outside work will be required; including research, concert attendance, and individual practice. Students are expected to participate in all rehearsals and performances. An audition is required to be a member of this group.

**Instructional Materials**

Sheet Music from a variety of sources

**Supplemental/Reference Materials for Teacher**

Standard's of Excellence – Bruce Pearson  
The Enjoyment of Music, 10<sup>th</sup> Edition – Joseph Machlis

**Exit Criteria**

<u>Activities</u>	<u>Percentages</u>
Written Examinations	20%
Playing/Skill Examinations	30%
Class Participation/Homework	40%
Project/ Term Paper	<u>10%</u>
	100%

**Cumulative course grading**

A =>	90 – 100%
B =>	80 – 89%
C =>	70 – 79%
D =>	60 – 69%
F =>	0 – 59%

**Development Team**

This course of study was updated in May, 2009 by Julia Nichols, Director Curriculum & Instruction (9-12); Dr.Luis Gonzalez, Music Instructor- CHS; John Zambrano, Music Instructor- BHS

## Pacing Guide: **Wind Ensemble**

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### ADVANCED LEVEL

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade eight.

### Fall, Semester 1

#### UNIT 1: Read and Notate Music

Week 1-4

Standards:

##### **1.0 ARTISTIC PERCEPTION**

- 1.1 Read a full instrument or vocal score and describe how the elements of music are used.
- 1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1-6).
- 1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

#### UNIT 2: Listen to, Analyze, and Describe Music

Week 5-8

Standards:

##### **1.0 ARTISTIC PERCEPTION**

- 1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
- 1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
- 1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

#### UNIT 3: Apply Instrumental Skill

Week 9-12

Standards:

##### **2.0 CREATIVE EXPRESSION**

- 2.1 Play a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).
- 2.2 Play music written in four parts with and without accompaniment.
- 2.3 Play in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6).
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).
- 2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1-6).

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### UNIT 4: Compose, Arrange, and Improvise

Week 13-16

Standards:

#### **2.0 CREATIVE EXPRESSION**

- 2.6 Compose music in distinct styles.
- 2.7 Compose and arrange music for various combinations acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
- 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

### UNIT 5: Role of Music

Week 17-20

Standards:

#### **3.0 HISTORICAL AND CULTURAL CONTEXT**

- 3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.
- 3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
- 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.

## **Spring, Semester 2**

### UNIT 6: Diversity of Music

Weeks 21-24

Standards:

#### **3.0 HISTORICAL AND CULTURAL CONTEXT**

- 3.4 Perform music from a variety of cultures and historical periods.
- 3.5 Compare and contrast instruments from a variety of cultures and historical periods.
- 3.6 Compare and contrast musical styles within various popular genres in North America and South America.
- 3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
- 3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

### UNIT 7: Analyze and Critically Assess

Weeks 25-28

Standards:

#### **4.0 AESTHETIC VALUING**

- 4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.

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**UNIT 8: Derive Meaning**

**Week 29-32**

Standards:

**4.0 AESTHETIC VALUING**

- 4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
- 4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

**UNIT 9: Connections and Applications**

**Weeks 33-36**

Standards:

**5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

- 5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
- 5.2 Analyze the process for arranging, underscoring, and composing music for film and video productions.

**UNIT 10: Careers and Career-Related Skills**

**Weeks 37-38**

Standards:

**5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

- 5.3 Identify and explain the various factors involved in pursuing careers in music.