

MORENO VALLEY HIGH SCHOOL GENERAL BAND CURRICULUM

Course Title: General Band Course Number: 1120

Department: Music ADS Number: 1120

Prerequisites: Demonstrated ability to play a musical instrument

Length of Course: Year long Credit/PRI Area: .5 credits per semester Grade Level(s): 9-12

COURSE DESCRIPTION

This is a performance music course aimed at providing instrumental music students with opportunities to perform in a group setting. Students will study music from a variety of contemporary and traditional genres. Students will learn to play as a group, learn performance techniques and improve on their skills with their individual instruments. Music throughout the year is arranged to suit the bands' needs and is progressively more demanding.

SYLLABUS

Units of study:

1. Instrument proficiency
2. Development of performance materials
3. Performance skills
4. Reading Musical Notation and Tabulature
5. Improvisation
6. Study skills: scales and chords
7. Styles of Music
8. Performance critiques
9. Group Dynamics
10. Music Business
11. Awareness of other instruments

Skills:

1. Development of individual skills on respective instruments
2. Development of group playing skills
3. Development of improvisational skills
4. Learn how to practice
5. Music business, negotiating jobs, auditions
6. Develop performance techniques and style
7. Critique other musician's styles
8. Ability to play a wide genre of musical styles
9. Appreciate contributions of other instruments through exploration

STRATEGIES

- Demonstration
- Guest artists
- Audio/visual aids
- Individual and group practice and performance
- Individual goal setting to promote skill development

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – I.e. Audience feedback, instrument playing and instrument making; musical composition
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and leadership
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Wide variety of music DVD's, audio of a variety of bands.

AV List

1. Legend-Bob Marley (DVD)
2. Sacred Fire-Santana (DVD)
3. Live at Woodstock-Jimi Hendrix (DVD)
4. Any Given Thursday-John Mayer (DVD)
5. Pull Over-James Taylor (DVD)
6. Legends of Rock and Roll (DVD)
7. Crossroads Guitar Festival-Eric Clapton DVD)
8. Painting with Words and Music-Joni Mitchell (DVD)
9. History of Rock and Roll (DVD)

SUGGESTED TITLES/AUTHORS WEB SITES:

1. <http://mxtabs.com>
2. <http://www.guitaretab.com>
3. <http://www.iaje.org/default.asp>
4. <http://www.superflute.com/>
5. <http://www.berkleeshares.com/>
6. <http://www.sheetmusicdirect.us/i18n/index.jsp>
7. <http://www.musiciansfriend.com>
8. <http://www.iol.ie/~murphypj/rock-A-M.htm#As>
9. <http://www.singingworld.com/default.asp>

STRAND I: MUSIC**CONTENT STANDARD: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.**

- A. **BENCHMARK:** *Perform expressively with appropriate dynamics, phrasing and interpretation.*
- B. **BENCHMARK:** *Demonstrate an understanding of simple and compound meters.*
- C. **BENCHMARK:** *Read and write simple rhythmic and melodic examples and demonstrate rudimentary musical dictation skills.*
- D. **BENCHMARK:** *Explore music theory, history, and appreciation.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed for Benchmarks A, B, and D. <i>Benchmark C.</i> 1. Define and perform simple and compound meters. 2. Define and perform shifting and mixed meters	The purpose of the course is to perform. Students learn techniques as they relate to phrasing, rhythm, melody, meter, and music theory.

STRAND II: MUSIC**CONTENT STANDARD: USE DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS TO EXPRESS IDEAS.**

- A. **BENCHMARK:** *Recognize how different compositional devices and forms can communicate distinct ideas through music.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Prepare a set of variations on a simple piece making sure to vary some element in each one, e.g., tempo, major or minor mode, meter, etc. Discuss how the different variants express different ideas.	Students interpret music by playing the Blues with a variety of interpretations such as a reggae style, fast rock, slow rock and funk style.

STRAND III: MUSIC**CONTENT STANDARD: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.**

- A. **BENCHMARK:** *Explore how the principles and subject matter of various disciplines outside the arts are interrelated with those of the arts disciplines.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Prepare projects in other disciplines (social studies, literature, mathematics, science) each of which will concentrate on elements common to music and the other discipline.	Music is introduced and studied within historical contexts (social studies) such as the 1960s. Students are also expected to compose their own lyrics (literacy and writing skills).

STRAND IV: MUSIC
CONTENT STANDARD: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS.

A. BENCHMARK: *Define the significance of improvisation in performance and the compositional process;*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Develop a piece built on an earlier improvisation. 2. Create a piece in which there is no repetition and discuss its merits. 3. Create a piece in which there is no contrast and discuss its merits. 4. Based on these exercises, discuss the role of unity in musical composition and create a piece that pays attention to all of these elements. 5. Discuss possible sources of inspiration for compositions. 6. Read the biographies of composers. 7. Learn about commissioned works, especially for New Mexico Performance groups – operas, symphonies, etc. 	Within a jazz/rock form, students develop skills and techniques to improvise and perform solos. Students learn how solos fit into the overall composition of the piece, and how the group supports the improviser.

STRAND IV: MUSIC
CONTENT STANDARD: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS.

B. BENCHMARK: Demonstrate understanding of principles of repetition, contrast, and unity as compositional elements; and

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed in the NM Content Standards and Benchmarks.	As student learn their respective parts in the band such as guitarist, bass, drummer etc. they study their individual roles, the interplay between each band member and the cohesion necessary to create an aesthetically pleasing piece using repetition, contrast, and unity.

STRAND IV: MUSIC**CONTENT STANDARD: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS.**C. **BENCHMARK:** Explain how the roles of composers, performers, and others combine to produce a successful presentation.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed in the NM Content Standards and Benchmarks.	Watch the music video, <i>Crossroads Guitar Festival</i> and discuss the styles of music and the styles of performing illustrated by various guitarists.

STRAND V: MUSIC**CONTENT STANDARD: OBSERVE, DISCUSS, ANALYZE, AND MAKE CRITICAL JUDGMENTS ABOUT ARTISTIC WORKS.**

- A. **BENCHMARK:** *Develop and apply specific criteria for making informed evaluations about the quality and effectiveness of musical performances.*
 B. **BENCHMARK:** *Analyze and explain the aesthetic qualities of a piece of music, how meaning is derived, and how music can evoke feelings and emotions.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Discuss objective aesthetic criteria and apply them to a professional performance. 2. Relate objective aesthetic criteria to classroom performance. 3. Discuss subjective aesthetic criteria and apply them to professional and classroom performance. 4. Explore subjective differences in aesthetic judgments, making sure that value judgments – good/bad – are not considered as aesthetic judgments. No performance standards listed in Benchmarks B.	Watch the music video, <i>Crossroads Guitar Festival</i> and discuss the styles of music and the styles of performing illustrated by various guitarists.

STRAND VI: MUSIC**CONTENT STANDARD: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.**

- A. **BENCHMARK:** *Identify well known musicians of various cultures and their prominent works.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Explore ways in which different composers have incorporated styles of their cultures in their words. 2. Perform music of different cultures, recognizing stylistic differences. 	<p>Listen to Bob Marley and study Reggae. Play reggae music.</p>

STRAND VI: MUSIC
CONTENT STANDARD: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.

B. BENCHMARK: *Describe how folk music has been used as a basis for formal compositions.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Develop a series of projects which show how folk music of other cultures has become a part of composed music, e.g., Bartok, Granados, Albéniz, etc. 	<p>Watch Joni Mitchell DVD and discuss how different strands of rock music grew from folk origins.</p>

STRAND VI: MUSIC
CONTENT STANDARD: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.

C. BENCHMARK: *Identify and describe the role of music and musicians in various settings of New Mexico.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Explore cultural performances, soloists and groups, in New Mexico. 2. Identify other occupations involving music. 	<p>Guest artists perform for students, a traveling cowboy musician and Jimmy Stadter. Study the role of roadies, sound engineers, performers, teachers, and music therapists.</p>

STRAND VII: MUSIC
CONTENT STANDARD: DEMONSTRATE KNOWLEDGE ABOUT HOW TECHNOLOGY AND INVENTION HAVE HISTORICALLY INFLUENCED ARTISTS AND OFFERED NEW POSSIBILITIES FOR EXPRESSION.

A. BENCHMARK: *Understand how technology has influenced the composition and performance of music.*

--	--	--

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Experiment with combinations of electronic and acoustic instruments. 2. Use appropriate software to study analysis of great pieces of music.	Students play and record with a synthesizer and electric guitars. Garage Band software is used to compose original music.

<p>STRAND VIII: MUSIC CONTENT STANDARD: CONTRIBUTE TO COMMUNITIES BY SHARING EXPERTISE IN DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS AND BY PARTICIPATING IN THE ACTIVITIES OF CULTURAL INSTITUTIONS.</p>
--

<p>A. BENCHMARK: Share musical abilities with community as a performer and consumer of music.</p>
--

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Plan and prepare programs that can be taken to service clubs, local events, other schools, etc. 2. Attend and evaluate concerts in the community.	Students perform at the school's open house, Halloween at the Angel Fire Firehouse, Mardi Gras parade, baseball games, MHVS talent night, graduation, and at other charter schools. Students attend the performance of guest artists as well as the chamber music performance from " <i>Music of Angel Fire</i> "