

# MANCHESTER REGIONAL HIGH SCHOOL

## BAND

REVISED

September, 2016

Supervisor of Music

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Curriculum Committee for Beginning Band

Mr. Jonathan Banta

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## **BAND**

Band is designed to continue to support aspiring musicians to the rehearsal and performance requirements of a high school band. This course is open to any student who has previously been in beginning band or who can audition and show skill on an instrument. An emphasis of instruction will be on reading and comprehending standard notation as well as improving performance techniques. Participation in performances is a requirement of this course.

## **COURSE PROFICIENCIES**

The student will:

1. The student will learn how to read music.
2. The student will learn the methods of playing an instrument.
3. The student will compose and improvise music on their instruments
4. The student will be prepared to continue on in their musical education.

### EVALUATIVE ACTIVITIES:

- |                            |     |
|----------------------------|-----|
| 1. Playing evaluation..... | 50% |
| 2. Tests.....              | 35% |
| 3. Quizzes .....           | 15% |

Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

## **COURSE DATA**

Length of Course: One Year

Credit : Five

Periods Per Week: Five

Classification: Elective Grades 9 12

Prerequisite: None

## **COURSE OUTLINE**

Unit 1 How is Music Created?

Unit 2 Performing

Unit 3 Performing

UNIT 4 Aesthetic Responses and Critique Methodologies

UNIT 5 History of Music

## **Unit 1**

### **Essential questions**

How is Music Created?

### **Objectives**

#### Topic 1 Tempo

- Demonstrate how tempo is employed to identify popular American music.

#### Topic 2 Rhythm

- Identify and demonstrate specific rhythms utilized in American popular dance music

#### Topic 3 Form

- Identify specific compositional forms in various styles of music (e.g., ABA, Rondo, Theme and Variations).

#### Topic 4 Melody/Harmony and Form

- Describe how melody, harmony, and the ABA/CHORUS-VERSE form evolved through each style of Jazz (e.g., Swing, Be-Bop, Afro Cuban, Latin, Avant-Garde etc.).

#### Topic 5 Harmony and Chords

- Describe, identify and demonstrate how simple chord progressions are utilized in various styles of music.

### **Activities**

#### Topic 1 Tempo

- Using a variety of recorded and print music, students will demonstrate how tempo is employed to identify popular American music.

#### Topic 2 Rhythm

- Using a variety of recorded and print music, students will identify and demonstrate specific rhythms utilized in American popular dance music

#### Topic 3 Form

- Using a variety of recorded and print music, students will identify specific compositional forms in various styles of music (e.g., ABA, Rondo, Theme and Variations).

#### Topic 4 Melody/Harmony and Form

- Using a variety of recorded and print music, students will describe how melody, harmony, and the ABA/CHORUS-VERSE form evolved through each style of Jazz (e.g., Swing, Be-Bop, Afro Cuban, Latin, Avant-Garde etc.).

#### Topic 5 Harmony and Chords

- Using a variety of recorded and print music, students will describe, identify and demonstrate how simple chord progressions are utilized in various styles of music.

## **Resources**

### Topic 1 Tempo

- A variety of recorded and print music, including music from the 50s-today.

### Topic 2 Rhythm

- A variety of recorded and print music, including music from the 50s-today.

### Topic 3 Form

- Twinkle Twinkle, Mozart's Rondo ala Turk, Carnival of Venice (Theme and Variations)

### Topic 4 Melody/Harmony and Form

- Count Basie Mood Indigo, C Jam Blues, Dizzy Gillespie "Along Came Betty", Thelonious Monk, Miles Davis "All Blues"

### Topic 5 Harmony and Chords

- Blues "What You Want Me To Do" "Hound Dog" "Louie Louie" "Stand By Me"

## **NJ Core Curriculum Content Standards**

1.1.8.B.1 and 1.1.8.B.2

## **Unit 2**

### **Essential questions**

What kinds of music can we perform together?

### **Objectives**

#### Topic 1 Styles and Genres

- Perform a folk song in a variety of styles, employing the appropriate stylistic considerations of each style (e.g., Swing, Latin, Rock & Roll, etc.).

#### Topic 2 Avante Garde Musical Style

- Perform a 20th century instrumental or vocal music composition that incorporates avant-garde notation techniques.

#### Topic 3 Improvisation

- Perform an improvised solo using the blues scale over a twelve-bar blues progression.

#### Topic 4 Expression

- Perform a music composition from complex notation that expresses moods or emotions considered negative.

## **Activities**

### Topic 1 Styles and Genres

- Listen to several versions of a folk song (example “Aura Lee”) Using simple sheet music, perform in different styles (e.g., Swing, Latin, Rock & Roll, etc.).

### Topic 2 Avante Garde Musical Style

- Distribute music map to John Cage “Constellations” Listen to John Cage “Constellations”.

### Topic 3 Improvisation

- Discuss the history of blues music and important performers, including Robert Johnson, Muddy Waters, BB King. Perform an improvised solo using the blues scale over a twelve-bar blues progression, such as “Crossroads Blues”. Compare with modern recordings.

### Topic 4 Expression

- Discuss what makes music sound angry or sad. Perform examples from various genres, including “Tainted Love” by Soft Cell and “Mars, Bringer of War”, by Holst.

## **Resources**

### Topic 1 Styles and Genres

- Sheet music for folk song (example “Aura Lee”)

### Topic 2 Avante Garde Musical Style

- Music map to John Cage “Constellations”

### Topic 3 Improvisation

- Blues Scale and twelve-bar blues progression, such as “Crossroads Blues”.

### Topic 4 Expression

- Sheet music and audio of various genres, including “Tainted Love” by Soft Cell and “Mars, Bringer of War”, by Holst.

## **NJ Core Curriculum Content Standards**

1.1.8.B.1 and 1.1.8.B.2 and 1.3.8.B.3

## Unit 3

### Essential questions

How do we express ourselves with music?

### Objectives

#### Topic 1 Synthesizing Expression in New Styles

- Perform music (independently and in groups) using the appropriate expressive qualities of a particular style and rearrange it to conform to a new style. Apply theoretical understanding of expressive and dynamic musical qualities for expression in both styles (e.g., crescendo, diminuendo, pianissimo, forte, etc.).

#### Topic 2 Serial Music and Tone Rows

- Improvise an original composition and sing or play it independently and in a group, based on a tone row. Use the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

### Activities

#### Topic 1 Synthesizing Expression in New Styles

- In this activity, it may be best to use a piece of music that students have learned. For example, if students have performed both “Tainted Love” by Soft Cell and “Mars, Bringer of War”, by Holst, have students arrange the Soft Cell song in a classical manner, or a portion of Holst as a pop song.

#### Topic 2 Serial Music and Tone Rows

- Introduce students to serial music through listening examples (Shoenberg, Ives) Students will write an original composition and sing or play it independently and in a group, based on a tone row.

### Resources

#### Topic 1 Synthesizing Expression in New Styles

- Sheet music and audio for “Tainted Love” by Soft Cell and “Mars, Bringer of War”

#### Topic 2 Serial Music and Tone Rows

- Listening and reading examples (Shoenberg, Ives)

### NJ Core Curriculum Content Standards

1.1.8.B.1 and 1.1.8.B.2

## UNIT 4

### Essential questions

What are aesthetic responses to music?

What critique methodologies are used to help understand and describe the aesthetics of music?

### Objectives

#### Topic 1 Emotion

- Generate observational and emotional responses to diverse culturally and historically specific piece of music.

#### Topic 2 Functional Music

- Identify music which was originally written for utilitarian purposes and was later used for non-utilitarian, such as movies, commercials.
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#### Topic 3 Critical Response

- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. Analyze and discuss the audience reaction to the premier performance of Stravinsky's *The Rite of Spring*.

#### Topic 4 Metaphors

- Interpret symbolism and metaphors embedded in works of music

#### Topic 5 Analysis

- Analyze the form, function, craftsmanship and originality of various styles of Jazz (e.g., swing, be-bop, free form).

#### Topic 6 Critical Comparison

- Using YouTube, compare the effectiveness of a piece of concert band music being performed by different concert bands.

### Activities

#### Topic 1 Emotion

- In writing and orally, students will be able to generate observational and emotional responses to diverse culturally and historically specific piece of music.

#### Topic 2 Functional Music

- Students will be able to identify music which was originally written for utilitarian purposes and was later used for non-utilitarian, such as movies, commercials.
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#### Topic 3 Critical Response

- Students will be able to distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. Analyze and discuss the audience reaction to the premier performance of Stravinsky's *The Rite of Spring*.

#### Topic 4 Metaphors

- Students will be able to interpret symbolism and metaphors embedded in works of music

#### Topic 5 Analysis

- Students will be able to analyze the form, function, craftsmanship and originality of various styles of Jazz (e.g., swing, be-bop, free form).

#### Topic 6 Critical Comparison

- Students will be able to use YouTube to compare the effectiveness of a piece of concert band music being performed by different concert bands.

### Resources

#### Topic 1 Emotion

- Diverse culturally and historically specific piece of music.

#### Topic 2 Functional Music

- Music which was originally written for utilitarian purposes and was later used for non-utilitarian, such as movies, commercials.
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#### Topic 3 Critical Response

- Audio and print copies of Stravinsky's *The Rite of Spring*.

#### Topic 4 Metaphors

- Audio and print examples of symbolism and metaphors embedded in works of music

#### Topic 5 Analysis

- Various print and audio examples of styles of Jazz (e.g., swing, be-bop, free form).

#### Topic 6 Critical Comparison

- YouTube

## UNIT 5

### Essential questions

What are the relevant areas of music history?

How has technology affected music?

### Objectives

Topic 1 Impact of Music Technology

- Compare and contrast the impact of technology on two listening examples of a student recording presented with and without the application of "autotune".

#### Topic 2

- Create an original piece of music in the style of *Musique Concrète* using appropriate digital audio software. Compare and contrast the process and final product to *Musique Concrete* created in the 1940's to created using today's computer technologies.

#### Topic 3 Research Paper

- Research, listen, write and discuss major historic and cultural events that influenced and inspired American music in the last 50 years (e.g., Civil Rights Movement, Vietnam War, Moon Landing, etc.).

### Activities

#### Topic 1 Impact of Music Technology

- Invite students to perform a simple, short portion of a song with a karaoke accompaniment. Apply "autotune" and compare.

#### Topic 2

- Students will create an original piece of music in the style of *Musique Concrète* using appropriate digital audio software. You may wish to have students work in groups and use freely available software on their phones or electronic devices. When students have completed their projects, compare and contrast the process and final product to *Musique Concrete* created in the 1940's to created using today's computer technologies.

#### Topic 3 Research Paper

- Students will research, listen, write and discuss major historic and cultural events that influenced and inspired American music in the last 50 years (e.g., Civil Rights Movement, Vietnam War, Moon Landing, etc.).

### Resources

#### Topic 1 Impact of Music Technology

- Computer or electronic device with recording function and autotune

#### Topic 2

- Computer or electronic devices, audio examples of *Musique Concrète*

#### Topic 3 Research Paper

- Provide rubric for research paper

### NJ Core Curriculum Content Standards

1.1.8.B.1 and 1.1.8.B.2