



# Wolcott Public Schools

154 Center Street  
Wolcott, Connecticut 06716  
[www.wolcottps.org](http://www.wolcottps.org) – 203-879-8183

**High School Curriculum  
Concert Band  
Grades 9-12**



*Children are our Future...*

# *Acknowledgements*

Curriculum Writers: *Justin Clement*

*We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.*

---

*Mr. Frank Purcaro*  
*Director of Student Learning and Teaching*

*Date of Presentation to the Board of Education: September 10, 2015*

*Concert Band*

## Concert Band

### **Mission Statement:**

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

### **Departmental Philosophy:**

The Wolcott High School Music Department believes that by the end of Grade 12, students will create, perform, and respond with understanding to music. They will develop in-depth skills in music; appreciate the importance of music in expressing human experience, and be prepared to apply musical skills and understandings throughout their lifetime.

### **Course Description:**

The Concert Band is open to all students who would enjoy the experience of performing band literature at a high standard of excellence. The band performs in school concerts and public concert programs every year. Members of the Wolcott High School Eagles Marching Band perform at all home football games, as well as selected area parades during the school year and at Marching/Concert Band festivals.

*Curriculum contains Content and Performance Standards from the National Association for Music Education, NAFME.org*

## *Concert Band*

*Content Standard 1: Generate and conceptualize artistic ideas and work.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will generate melodic, rhythmic, and harmonic ideas for compositions, improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</b></p>	<p><b>Students will improvise variations to the 12 Bar Bb blues form.</b></p> <ul style="list-style-type: none"> <li>• Students will receive a handout containing the form and melody of a blues in Bb.</li> <li>• Bb blues accompaniment will be played by drummer, bass guitarist, and piano player.</li> <li>• After rehearsing short melody, students will be introduced to the blues scale and simple blues patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric assessment designed to evaluate creativity, content understanding, and class opinion regarding successful ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• Youtube.com</li> <li>• WHS music library</li> </ul>

## *Concert Band*

*Content Standard 2: Organize and develop artistic ideas and work.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions, improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</b></p>	<ul style="list-style-type: none"> <li>• Students will share improvised Bb blues patterns and ideas with the ensemble. The members of the ensemble will notate these ideas, transposed for their respective instruments. Band members will organize these patterns in a way that best functions in the blues form and create a cohesive arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble rubric assessment designed to evaluate creativity, content understanding, and class opinion regarding successful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• Youtube.com</li> <li>• iPhone/iPad video and voice recorder</li> </ul>

## *Concert Band*

*Content Standard 3: Refine and complete artistic ideas and work.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• <b>Students will develop and apply criteria to critique, improve, and refine drafts of compositions, improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</b></li> <li>• <b>Students will perform final versions of compositions, improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will assemble a list of criteria to critique completed arrangements.</li> </ul> <p>Considerations:</p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Note accuracy</li> <li>• Level of difficulty</li> <li>• Instrumentation</li> <li>• Originality</li> </ul> <p><i>Students will perform final compositions and arrangements for the class.</i></p>	<ul style="list-style-type: none"> <li>• Graded rubric focused on intonation, note accuracy, rhythmic accuracy, and delivery.</li> <li>• Ensemble discussion to critique all aspects of composed and arranged material including delivery of content, creativity, note accuracy, level of difficulty, instrumentation, originality, and overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• Youtube.com</li> <li>• iPhone/iPad video and voice recorder</li> <li>• WHS music library</li> </ul>

## *Concert Band*

*Content Standard 4: Select, analyze, and interpret artistic work for presentation.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</b></p>	<ul style="list-style-type: none"> <li>• Students will listen to compositions and arrangements to be played in a performance setting. Students will choose songs based on instrumentation, difficulty, and relevance. From a theoretical standpoint, arrangements will be chosen that challenge the individual musician and ensemble to strengthen musicianship.</li> </ul>	<ul style="list-style-type: none"> <li>• Graded rubric focused on intonation, note accuracy, rhythmic accuracy, and delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• J.W. Pepper and Sons</li> <li>• Youtube.com</li> <li>• Google.com</li> </ul>

## *Concert Band*

*Content Standard 5: Develop and refine artistic techniques and work for presentation.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.</b></p>	<ul style="list-style-type: none"> <li>• Students will assemble a list of criteria to focus on while rehearsing performance material.</li> </ul> <p>Considerations:</p> <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Note accuracy</li> <li>• Rhythmic accuracy</li> <li>• Blend</li> <li>• Balance</li> <li>• Dynamics</li> <li>• Percussion rudiment accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Graded rubric focused on intonation, note accuracy, rhythmic accuracy, and delivery.</li> <li>• Ensemble discussion to critique all aspects of rehearsed material including delivery of content, dynamics, blend, balance, and overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• J.W. Pepper and Sons</li> <li>• Youtube.com</li> <li>• Google.com</li> </ul>



## *Concert Band*

*Content Standard 6: Convey meaning through the presentation of artistic work.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</b></p>	<ul style="list-style-type: none"> <li>• Students will review audio and video recordings of concert performances. The students will create a chart as an ensemble that will contain all aspects of performing, including appropriateness of content, concert program’s intention, and accuracy of presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Graded ensemble rubric focused on intonation, note accuracy, rhythmic accuracy, and delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• J.W. Pepper and Sons</li> <li>• Youtube.com</li> <li>• Google.com</li> <li>• iPhone/iPad video and voice recorder</li> </ul>

## *Concert Band*

### *Content Standard 7: Perceive and analyze artistic work*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context.</b></p> <p><b>Students will explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.</b></p>	<ul style="list-style-type: none"> <li>• Students will listen to and identify concert band music styles through writing these forms in journal entries.</li> </ul> <p>Considerations:</p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Composition title</li> <li>• Historical context</li> <li>• Technicality</li> <li>• Style/Genre</li> <li>• Form and Structure</li> <li>• Similar compositions</li> <li>• Additional references</li> </ul> <p>Theme and Variations:</p> <ul style="list-style-type: none"> <li>• ABA, ABBA, AABB</li> <li>• Modes</li> <li>• Chordal Structure</li> <li>• Form</li> <li>• Scale Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate journal entries to determine how students perceive and analyze the quality of writing and composers' and arrangers' intent, including examples of Music Theory</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• J.W. Pepper &amp; Sons</li> <li>• Recorded Media: CD, MP3, DVD</li> </ul>

## *Concert Band*

*Content Standard 8: Interpret intent and meaning in artistic work.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.</b></p>	<ul style="list-style-type: none"> <li>• Students will compare and contrast styles of music and elements including form, structure, and instrumentation that they will perform in a concert setting.</li> <li>• Students will compare and contrast two or more versions of an arrangement performed by different artists using technical terms to illustrate the differences in instrumentation and ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate journal entries to determine how students interpret intent and meaning in artistic work, including examples of Music Theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• J.W. Pepper &amp; Sons</li> <li>• Recorded Media: CD, MP3, DVD</li> </ul>

## *Concert Band*

*Content Standard 9: Apply criteria to evaluate artistic work.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.</b></p>	<ul style="list-style-type: none"> <li>• Students will compare and contrast performances of compositions and arrangements by established composers. Students will evaluate contrasting styles and composition techniques.</li> </ul> <p>Composers/Arrangers include:</p> <ul style="list-style-type: none"> <li>• J.S. Bach</li> <li>• Ludwig Van Beethoven</li> <li>• John Philip Sousa</li> <li>• Thelonious Monk</li> <li>• John Williams</li> <li>• Danny Elfman</li> <li>• Michael Sweeney</li> <li>• Victor Lopez</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate journal entries to determine how students analyze quality of writing and composers' and arrangers' intent.</li> </ul>	<ul style="list-style-type: none"> <li>• J.W. Pepper &amp; Sons</li> <li>• PBS.org</li> <li>• Youtube.com</li> <li>• Pandora Internet Radio</li> </ul>

## *Concert Band*

*Content Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</b></p>	<ul style="list-style-type: none"> <li>• Students will compare song lyrics to melodic lines in a variety of contrasting compositions. Students will research these examples and make connections regarding melodic line and lyric writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Graded presentations where students provide recordings, demonstrate knowledge of material, and show explain compositional connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• Google.com</li> <li>• Youtube.com</li> <li>• Recorded media – CD, MP3, DVD</li> <li>• iTunes</li> <li>• Pandora Internet Radio</li> </ul>

## *Concert Band*

*Content Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</b></p>	<ul style="list-style-type: none"> <li>• Students will study a timeline of the history of Concert Band Compositions from a variety of periods and cultures. Students will make connections with culture and history.</li> <li>• Students will research and listen to various recordings of composer’s performances.</li> <li>• Students will research composers’ and arrangers’ careers, accomplishments, and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate journal essay rubric that assesses students’ historical period timeline.</li> <li>• Graded presentations based on effort, understanding, and participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed lessons</li> <li>• J.W. Pepper &amp; Sons</li> <li>• Google.com</li> </ul>

# *Concert Band*

## **Pacing Guide**

- September:** Review of fundamentals and Marching Band repertoire to perform at football games
- October:** Continue Marching Band repertoire to perform at football games, perform at Pep Rally, begin rehearsing for CMEA auditions, and begin rehearsing for Winter Concert
- November:** Perform at Senior Night or Thanksgiving Day football game, perform at Tree Lighting Ceremony, CMEA auditions, and continue rehearsing for Winter Concert
- December:** Winter Concert, begin Mid-Term exam review
- January:** Mid-Term exam review, begin rehearsing for Spring Concert and parades
- February:** Continue rehearsing for Spring Concert and parades
- March:** Continue rehearsing for Spring Concert, Special Games performance
- April:** Continue rehearsing for Spring Concert, begin rehearsing for Spring Musical, and begin parade marching techniques
- May:** Spring Concert, Special Games Opening Day Ceremonies, and Memorial Day Parade
- June:** Final Exam review and “Pomp and Circumstance” performance at graduation

# ***Concert Band***

## **Essential Questions**

1. How do musicians generate creative ideas and make creative decisions?
2. How do musicians improve the quality of their creative work?
3. When is a musician's creative work ready to share?
4. How do performers select appropriate repertoire?
5. How does understanding the structure and context of musical works impact performance?
6. How do performers interpret musical works?
7. How do musicians improve the quality of their performance?
8. How do the context and the manner in which musical work is presented influence audience response?
9. How does understanding the structure and context of music influence a response?
10. How do we discern the musical performers' expressive intent?
11. How do we judge the quality of musical works and performances?
12. How do musicians make meaningful connections to creating, performing, and responding?
13. How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



# ***Concert Band***

## **Skills Objectives**

This course is designed to develop and refine musical skills through rehearsing and performing Concert Band and Marching Band repertoire. In Concert Band, students learn proper practice and performance techniques, build teamwork skills, and strive to achieve common goals in performance and concert preparation.

1. Daily review of music fundamentals.
2. Daily warm-up activities including scales, arpeggios, blend, and balance.
3. The study of Marching Band repertoire and techniques.
4. The study of Concert Band repertoire and techniques.
5. The study of proper individual practice skills.
6. The study of rehearsing and performing in small and large groups.
7. The study of creatively responding to performance.
8. The study of making meaningful connections to other disciplines.

# *Concert Band*

## **Assessments**

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]