

Wind Ensemble Course Syllabus

Learning Standards

1. Students will recognize and interpret music symbols and terminology.
2. Students will develop technical skill required to perform Grade 4 literature.
3. Students will compare and contrast various musical styles.
4. Students will classify and perform various forms in music,
5. Students will recognize and perform with an instrument-specific, characteristic tone.
6. Students will evaluate musical performance.
7. Students will incorporate ensemble skills into group performance.
8. Students will recognize key signatures and will correctly perform corresponding scales and arpeggios.
9. Students will reflect on their own perceptions concerning music and music production.

Learning Targets

1. Students will recognize and interpret music symbols and terminology by:
 - distinguishing, orally and in writing, and performing simple and compound time signatures of duple, triple and mixed meters (6/8, 9/8, 12/8, 5/4, 5/8, 7/8, 2/2, 3/8, and C).
 - distinguishing, orally and in writing, and performing a wide range of dynamic levels (dynamic changes over 1 count).
 - distinguishing, orally and in writing, and performing tempo markings (grave, largo, andantino, allegretto, presto, vivace, rallentando, ritardando, accelerando, allargando, Tempo primo).
 - distinguishing, orally and in writing, and performing advanced musical symbols (multiple measure repeats, tacet, segue, con sordino, subito, cesura, ornaments [trill, grace notes and mordents]).
 - distinguishing, orally and in writing, and performing advanced rhythmic notation (double dotted notes, sextuplets, duplets, and various mixed meter patterns).
2. Students will develop technical skill required to perform Grade 4 literature by:
 - performing passages within an appropriate range for a concert band student
Flute: C-C, Oboe: C-Eb, Clarinet: E-F, Bass Clarinet: Eb-F, Bassoon: Bb-C, Saxophone: C-F#, Trumpet: F#-D, Horn: C-C, Baritone/Trombone: E-A, Tuba: F-G
 - demonstrating through performance and written work, knowledge of multiple tonguing at allegro tempos on appropriate instruments (brass and flute).
 - demonstrate through performance and written work knowledge of appropriate alternate fingerings for his/her respective instrument (trill fingerings).
 - demonstrating, through performance and written work, the ability to manipulate pitches by making physical changes.
 - performing four measures of common time in one breath at a largo tempo.
 - performing eighth note and sixteenth notes melodies at an allegro tempo marking with a greater degree of technical facility and accuracy.
 - performing with the proper technique on all percussion instruments (percussion students only).

3. Students will compare and contrast various musical styles by:
 - describing orally and in writing, and performing examples chosen from the following styles: march, sostenuto, chorale, swing, rock, latin, aleatoric.
 - describing orally and in writing and performing examples chosen from the following genres: British march, American quick-step march, 6/8 march, chorale, modern concert band overtures, works transcriptions of classical and romantic works, British concert band works.
4. Students will classify and perform various forms in music by:
 - aurally recognizing and defining, orally and in written form, the following forms: march, canon, fugue, overture, binary (AB), ternary (ABA), rondo (ABACA), free form (rhapsody or fantasia), theme and variation.
5. Students will recognize and perform with an instrument-specific, characteristic tone by:
 - performing with a proper embouchure.
 - performing with an appropriate level of breath support to produce a characteristic tone throughout the appropriate range of the instrument.
 - performing with correct posture.
 - aurally recognizing an appropriate tone quality.
 - performing instrument appropriate vibrato techniques.
6. Students will evaluate musical performance by:
 - identifying, orally and in writing, the differences among various interpretations of the same piece of music.
 - identifying, orally and in writing, the components of a quality performance (i.e., pitch control, balance, precision, tone quality, melodic shaping, emotional affect).
 - analyzing, in writing, recorded and live performances.
7. Students will incorporate ensemble skills into group performance by:
 - communicating the ability to effect balance and blend, precision and intonation within the ensemble.
 - relating his/her musical line to other lines.
8. Students will recognize key signatures and will correctly perform corresponding scales and arpeggios by:
 - recognizing, performing and constructing, orally and in writing, the major keys of C, G, D, A, E, F, Bb, Eb, Ab, Db, the melodic form of the relative minor scale, and chromatic scales.
 - recognizing, orally and in writing, the major and minor keys associated with the key signatures.
 - demonstrate an understanding of keys by playing and constructing arpeggios of the following major keys: C, G, D, A, E, F, Bb, Eb, Ab, Db and the relative minor keys.
 - recognizing, aurally, major and minor tonalities.
9. Students will reflect on their own perceptions concerning music and music production by:
 - demonstrating, orally and in writing, musical perceptions and feeling about the production of music.