



Fine & Performing Arts Department Curriculum Guide

Symphonic Band – CP/H

Course Description
<p>Symphonic Band is the centerpiece of the instrumental music department and is open to all wind and percussion instrumental students in grades 9-12. The Symphonic Band begins as the Pride of Hanover Marching Band in the Fall. Students will develop technique and musicianship through the performance of quality literature from a variety of genres, styles, and historical periods. Students are expected to prepare for performances and rehearsals through individual practice and sectional rehearsals. Students are encouraged but not required to take private lessons on their instrument. Performing experiences include the Holiday Pops concert, MICCA Festival, Spring Pops, and a variety of community events. Throughout the duration of the course, the students will develop collaborative skills, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, productivity, social development, self-direction, and responsibility. Previous instrumental music experience is recommended.</p>
Content Standards
<p><b>Cluster 1: Creating art with artistic intent.</b>  Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p><b>Practice 1.</b> Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p><b>Practice 2.</b> Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p><b>Practice 3.</b> Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p><b>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.</b>  Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p><b>Practice 4.</b> Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention.</p> <p><b>Practice 5.</b> Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p><b>Practice 6.</b> Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p><b>Cluster 3: Responding to arts through intellect and emotion.</b>  Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</p> <p><b>Practice 7.</b> Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p><b>Practice 8.</b> Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p><b>Practice 9.</b> Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p><b>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.</b>  Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others.</p> <p><b>Practice 10.</b> Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p><b>Practice 11.</b> Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>



## Fine &amp; Performing Arts: Symphonic Band – CP/H

Units	Essential Questions	Key Activities May Include:
<b>Tone Production</b>	<ul style="list-style-type: none"> <li>▪ <i>How do I create a consistent, characteristic tone on my instrument</i></li> <li>▪ <i>What elements contribute to tone quality and intonation?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Scale patterns (major, minor, chromatic)</li> <li>▪ Long tone exercises</li> <li>▪ Chorale exercises</li> <li>▪ Articulation studies/exercises</li> <li>▪ Breathing Gym exercises</li> </ul>
<b>Musical Literacy</b>	<ul style="list-style-type: none"> <li>▪ <i>How do I read and interpret the language of music?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of Takadimi rhythmic solfege to chant and perform rhythmic patterns</li> <li>▪ Sight-reading exercises</li> </ul>
<b>Individual Musicianship</b>	<ul style="list-style-type: none"> <li>▪ <i>What are the characteristics of a great musician?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Student video recordings</li> <li>▪ Self-assessment forms</li> </ul>
<b>Ensemble Musicianship</b>	<ul style="list-style-type: none"> <li>▪ <i>How does a great musician contribute to an ensemble?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Balance/Blend/Intonation activities</li> <li>▪ Group articulation studies</li> <li>▪ Group dynamic studies</li> </ul>
<b>Marching &amp; Movement</b>	<ul style="list-style-type: none"> <li>▪ <i>What role do the marching arts play in the history of the wind band?</i></li> <li>▪ <i>How do musicians use their bodies efficiently to move artistically?</i></li> <li>▪ <i>How do movement and music combine to create a field show or parade performance?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Marching basics and exercises</li> <li>▪ March-off</li> <li>▪ Drill Design &amp; Instruction</li> <li>▪ Health and wellness for musicians</li> <li>▪ Breathing exercises</li> <li>▪ Field Show Performances</li> </ul>



Units	Essential Questions	Key Activities May Include:
<b>Musical Connections</b>	<ul style="list-style-type: none"> <li>▪ <i>What role does music play in our community, region, nation, and the world?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Composer research</li> <li>▪ Informed interpretation</li> <li>▪ Stylistic analysis</li> <li>▪ Writing reflections</li> </ul>
<b>Musical Roles</b>	<ul style="list-style-type: none"> <li>▪ <i>How do composers, conductors, performers, and audience members contribute to making music?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Composition projects</li> <li>▪ Arranging projects</li> <li>▪ Basic conducting</li> <li>▪ Attending concert performances both in and out of school</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>▪ <i>How do leaders organize, communicate with, encourage, and inspire the people they lead?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Sectional work</li> <li>▪ Organization of ensemble members for extra-curricular events</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>▪ <i>What is the importance of engaging with your community?</i></li> <li>▪ <i>How can we engage with our community in meaningful ways?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ School concerts provided throughout the school year;</li> <li>▪ Extracurricular performances in the community (Veteran's and Memorial Day, sporting events, caroling)</li> </ul>