



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

|  |   |   |   |   |                      |  |
|--|---|---|---|---|----------------------|--|
| <p><b>Course Title:</b><br/>(limited to 34 characters with spaces in Infinite Campus)</p> <p style="border: 1px solid black; padding: 2px;">Beginning Band</p> <p> <input type="checkbox"/> New<br/> <input checked="" type="checkbox"/> Revised         </p> <p>If revised, the previous course name if there was a change</p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p> <p><b>Transcript Course Code/Number:</b></p> <p style="border: 1px solid black; padding: 2px;">106501, 106502</p> <p>(To be assigned by Educational Services if it's a new course)</p> <p><b>CREDIT TYPE EARNED:</b>      <b>CALPADS CODE:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">VAPA</td> <td style="border: 1px solid black; padding: 2px;">9292</td> </tr> </table> | VAPA  | 9292  | <p><b>Subject Area:</b></p> <p> <input type="checkbox"/> Social Science<br/> <input type="checkbox"/> English<br/> <input type="checkbox"/> Mathematics<br/> <input type="checkbox"/> Laboratory Science<br/> <input type="checkbox"/> World Languages<br/> <input checked="" type="checkbox"/> Visual or Performing Arts<br/> <input type="checkbox"/> College Prep Elective<br/> <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to?</p> <p>Pathway Name:</p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p> <p><b>CTE CDE Code:</b></p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p> | <p><b>Grade Level(s)</b></p> <p> <input checked="" type="checkbox"/> MS<br/> <input checked="" type="checkbox"/> HS<br/> <input type="checkbox"/> 5<br/> <input type="checkbox"/> 6<br/> <input type="checkbox"/> 7<br/> <input type="checkbox"/> 8<br/> <input type="checkbox"/> 9<br/> <input type="checkbox"/> 10<br/> <input type="checkbox"/> 11<br/> <input type="checkbox"/> 12         </p> |                      |  |
| VAPA   | 9292  |   |   |   |                      |  |
| <p><b>Was this course <u>previously approved by UC</u> for PUHSD?</b></p> <p> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No         </p> <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">F-VAPA</td> <td style="border: 1px solid black; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table>   | F-VAPA  | <input checked="" type="checkbox"/> Pending | <p style="text-align: center;"><b>Credential Required to teach this course:</b><br/><i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="font-family: cursive;">Single Subject: MUSIC<br/>         Specific Supplementary Auth: Instrumental Music<br/>         Specific Subject Matter Auth: Instrumental Music</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> <br/> <b>Signature</b> </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="font-size: 1.2em;">4/15/2024</p> <b>Date</b> </td> </tr> </table>  |   | <br><b>Signature</b> | <p style="font-size: 1.2em;">4/15/2024</p> <b>Date</b> |
| F-VAPA   | <input checked="" type="checkbox"/> Pending   |   |   |   |                      |  |
| <br><b>Signature</b>   | <p style="font-size: 1.2em;">4/15/2024</p> <b>Date</b>  |   |   |   |                      |  |
| <p><b>Submitted by: Matthew Thomas</b><br/> <b>Site: Students Services Center</b><br/> <b>Date: 3/28/24</b><br/> <b>Email: matthew.thomas@puhsd.org</b></p>  | <p><b>Unit Value/Length of Course:</b></p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent)<br/> <input checked="" type="checkbox"/> 1.0 (one-year equivalent)<br/> <input type="checkbox"/> 2.0 (two-year equivalent)<br/> <input type="checkbox"/> Other:         </p> |   |   |   |                      |  |
| <p><b>Approvals</b></p>  | <p><b>Name/Signature</b></p>  | <p><b>Date</b></p>                          |   |   |                      |  |
| Director of Curriculum & Instruction   |   | 4/18/24                                     |   |   |                      |  |
| Asst. Superintendent of Educational Services   |   | 4/18/24                                     |   |   |                      |  |
| Governing Board  |   |   |   |   |                      |  |

|   |
|---|
| <b>Prerequisite(s) (REQUIRED):</b>  |
| None  |
| <b>Corequisite(s) (REQUIRED):</b>   |
| None  |
| <b>Brief Course Description (REQUIRED):</b>   |
| Beginning Band is an introductory course for students with little or no musical experience. Through performance, students will learn basic musical knowledge and performance skills. The focus will be on technique, music literacy, theory, historical context, and practice skills. Students will be required to demonstrate their abilities to play brass, woodwind and percussion instruments with minimum proficiency at a beginning level. Proficiency will be evaluated individually, in small groups and whole band performances. |

## B. COURSE CONTENT

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| <b>Course Purpose (REQUIRED):</b><br><i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>   |
| Students with no prior musical experience will be able to play a woodwind, brass, or percussion instrument, incorporating all elements of music performance and content specific vocabulary. They focus on the basic fundamentals of their specific instrument, sound production, tone quality, rhythm/note reading skills, and the necessary skills required to progress into a more advanced band class.   |
| <b>Course Outline (REQUIRED):</b><br><i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>  |
| <b>Unit 1: Performance Skill</b><br>This unit is designed to set the foundation for the Beginning Band class. During this unit students will be learning about aspects of performance skill, which include variation in loudness between notes or phrases, tone quality, scales and beat patterns, the articulation of notes, intonation, and phrasing. They will also learn about proper instrument maintenance, and an introduction to wind instruments and percussion techniques. |

## Assignments:

- **Dynamics:** After direct instruction from the teacher, students will pair up and produce tones using the dynamic range between piano (*p*) through forte (*f*). They will continue Identify and perform crescendos and decrescendos.
- **Dynamic Mastery: Crescendos and Decrescendos:** Students will learn how to make music louder (crescendo) or quieter (decrescendo) effectively. They'll start by studying examples and understanding the importance of these changes. Then, they'll pick a piece of music and practice performing these dynamics. After recording themselves, they'll ask classmates for feedback. Finally, they'll think about what they've learned and how they've improved. Their submission will show how well they can use crescendos and decrescendos in their music.
- **Air Control for Tone Quality:** Students will focus on mastering essential airflow techniques to enhance their tone quality in instrumental playing. They will begin by learning and demonstrating proper diaphragmatic breathing for maintaining steady airflow. Next, they will practice directing air through the corners of their mouths to achieve clear tone production. Additionally, students will develop control over airflow from their lungs to their instruments, ensuring consistent support throughout their playing. Following these exercises, students will reflect on their performance, identifying challenges and noting improvements in their air control techniques. Their submission will include a written reflection and three recorded videos showcasing their mastery of diaphragmatic breathing, corner-of-the-mouth breathing, and lung airflow control.
- **Scales:** Students will explore major scales. Firstly, they will learn that a major scale consists of a specific pattern of whole and half steps, starting and ending on the same note an octave higher. Secondly, students will practice identifying major scales by ear and performing them on their instruments. They will focus on playing the Concert Bb, F, and Eb major scales in quarter notes, familiarizing themselves with the unique sound and fingering patterns of each scale. Finally, students will document their understanding by writing brief explanations of the major scale pattern and their observations from performing the designated scales.
- **Exploring Beat Patterns and Time Signatures in Band:** Students will explore beat patterns and time signatures. Firstly, they will locate and define common time signatures: 2/4, 3/4, 4/4, and 6/8, distinguishing between duple, triple, and complex meters. Secondly, students will identify the corresponding conductor's beat pattern for each signature, understanding the conductor's role in guiding ensemble timing. Thirdly, they will verbalize the beat pattern as it is conducted, reinforcing their understanding through vocalization. Finally, students will apply their knowledge by following a conductor's beat pattern while playing a selected music piece, demonstrating synchronization and rhythmic accuracy.
- **Exploring Articulation Technique:** Students will learn various articulation techniques. They'll describe and demonstrate accented and slurred notes. Additionally, they'll understand tongue placement for single reed, double reed, and brass mouthpieces. Finally, students will define and demonstrate legato and staccato tonguing. They will reflect on their understanding in writing after each demonstration.
- **Mastering Intonation in Beginning Band:** In this assignment, beginning band students will focus on achieving proper intonation. They'll demonstrate correct holding positions for their instruments to optimize tuning. Additionally, they'll learn and exhibit appropriate embouchure techniques tailored to their specific wind instrument. Students will also practice maintaining proper breath support to produce consistent tones. Finally, they'll tune their instruments using the prescribed method, ensuring

accuracy in pitch. Reflective writing after each demonstration will aid in reinforcing understanding and progress in intonation mastery.

## **Unit 2: Artistic Perception**

During this unit, students will learn processing, analyzing, and responding to sensory information through the language and skills unique to music read and notate music. This will include reading an instrumental score of up to four staves and explain how the elements of music are used. Students will also learn to sight-read music accurately and expressively. They will analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive. Students will also learn the fundamental rhythms of music notation, music reading, and music composition alongside proper performance etiquette. They will also learn basic music history in relation to concert bands and their particular instrument(s).

### **Assignments:**

- **Instrumental Score Reading:** Students will read an instrumental score of up to four staves and explain how the elements of music are used. They will be writing a 200 word minimum explanation of the elements and how they are used.
- **Musical Element Uniqueness Analysis:** In this assignment, students will analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive. The students will have to explain how to define “unique” during their presentation.

## **Unit 3: Connections, Relationships, & Applications:**

During this unit, students will be connecting and applying what is learned in music to learning in other art forms and subject areas. This includes explaining ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated. Students will also analyze the role and function of music in radio, television, and advertising, including careers and career-related skills. This will include Identifying and explaining the various factors involved in pursuing careers in music. Students will learn sight reading skills and a better understanding of world cultures, history, and other forms of art through music.

### **Assignments:**

- **Sight Reading:** Students will be introduced to a new piece of music, and will receive 4 minutes of instruction prior to attempting the piece. Students will use their knowledge of rhythm, notes, articulations, dynamics, phrasing, and breath control to read progressively more challenging sight reading pieces.
- **Performance Analysis:** Students will respond to questions regarding their performance aurally or in a written format, describing the strengths and weaknesses of both their individual performance, and the ensembles' performance.

## **Unit 4: Aesthetic Valuing**

During this unit, students will be responding to, analyzing, and making judgments about works of music. This includes developing specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music. In addition, students will evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model, and describe the means used to create images or evoke feelings and emotions in musical works from various cultures. This unit of Beginning Band is

designed to teach basic performance techniques and develop fundamentals playing skills that enable students to continue with more advanced bands in the later years.

**Assignments:**

- **Solo Performance:** Students will be creating and performing a solo performance for the students.
- **Performance Analysis:** Students will analyze and critically assess a fellow student's solo performance. The assessments will be valuable and respectful. Students will be writing a 200 word minimum assessment.

**Unit 5 : Creative Expression**

During this unit, students will be creating, performing, and participating in music, as well as applying their vocal or instrumental skills. This will include performing on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles. In addition, students will perform on an instrument in small ensembles, with one performer for each part (Compose, Arrange, and Improvise ) and compose music, using musical elements for expressive effect.

**Assignments:**

- **Concert Performance:** Students will be performing in a large concert setting, including an on campus event.

**Unit 6: Historical & Cultural Content**

During this unit, students will be exposed to music from all 4 major time periods of music via performance excerpts in the pedagogy series listed below and through other band literature. "Classical" music listening is an optional part to the curriculum based on teacher preference and student ability. Additional coursework may be included based solely on music history. Student performances and course units may overlap with cultural or community based events and holidays.

**Assignments:**

- The students will be introduced to pieces from various time periods and styles, record the name of the composer and arranger, the title, listen to the piece while reading the sheet music for their part, and write their thoughts or feelings about each piece. Weekly, students will add new pieces to their "Listening Library" assignment.
- Students will be exposed to music from various time periods at the music festivals they attend. Students will be required to actively listen to other schools perform, and write a response detailing their thoughts, interpretation, and feelings about their favorite, and least favorite performances.

**Unit 7: Music Reading & Vocabulary**

During this unit, students will be identifying, analyzing, and writing basic music notation. This will include detailing the music staff (measures, ledger lines, clefs, etc.), identifying general music rhythm notation such as quarter/half/whole notes and the corresponding rests, describing and analyzing key signatures, describing and modeling articulations and/or sticking techniques, and analyzing general music notation signs (fermata, sharps and flats, breath sign, dynamics, etc.)

**Assignments:**

- **Composition Knowledge:** In this assignment, students will be learning the order of sharps and flats in music notation. Through guided instruction, they will learn mnemonic devices to remember the order of sharps. Through practice exercises, students will apply this knowledge to identify key signatures and corresponding notes accurately. Submission will involve completing worksheets or exercises, with the opportunity for further reinforcement and assistance provided as needed
- **Concert Pitch Transpositions:** Students will learn about concert pitch transpositions, crucial for ensemble performance. Students will complete a writing assessment that will gauge their comprehension, with emphasis placed on regular practice to reinforce transposition skills. Submission will involve transposed music parts, highlighting students' ability to accurately transpose melodies.
- **Composer markings assignment:** For this assignment, students will learn the significance of composer markings in musical scores, essential for interpreting and performing music accurately. Students will study how these markings shape the overall expression and mood of a piece. Students will complete application exercises that will allow students to identify and interpret composer markings in selected musical excerpts.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Unit 1: Performance Skill**

- **Scales:** Students will explore major scales. Firstly, they will learn that a major scale consists of a specific pattern of whole and half steps, starting and ending on the same note an octave higher. Secondly, students will practice identifying major scales by ear and performing them on their instruments. They will focus on playing the Concert Bb, F, and Eb major scales in quarter notes, familiarizing themselves with the unique sound and fingering patterns of each scale. Finally, students will document their understanding by writing brief explanations of the major scale pattern and their observations from performing the designated scales.

**Unit 2: Artistic Perception**

- **Instrumental Score Reading:** Students will read an instrumental score of up to four staves and explain how the elements of music are used. They will be writing a 200 word minimum explanation of the elements and how they are used.

**Unit 4: Aesthetic Valuing**

- **Performance Analysis:** Students will analyze and critically assess a fellow student's solo performance. The assessments will be valuable and respectful. Students will be writing a 200 word minimum assessment.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: Tradition of Excellence

Edition:

|   |                        |
|---|------------------------|
| Author: Bruce Pearson, Ryan Nowlin  | ISBN:                  |
| Publisher: Neil A. Kjos Music Company   | Publication Date: 2010 |
| Usage:<br><input checked="" type="checkbox"/> Primary Text<br><input type="checkbox"/> Read in entirety or near |                        |

|   |                        |
|---|------------------------|
| <b>Textbook #2</b>  |                        |
| Title: Standard of Excellence   | Edition:               |
| Author: Bruce Pearson   | ISBN:                  |
| Publisher: Bruce Pearson Music  | Publication Date: 2019 |
| Usage:<br><input type="checkbox"/> Primary Text<br><input checked="" type="checkbox"/> Read in entirety or near |                        |

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

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|---|----------------------------------|
| <b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i><br>If more space is needed than what is provided, please attach a backup as applicable. |                                  |
| Cost for a class set of textbooks: \$   | Description of Additional Costs: |
| Additional costs:\$   |                                  |
| <b>Total cost per class set of instructional materials:</b>   | \$                               |

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| <b>Key Assignments (REQUIRED):</b>  |
| Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete  |
| <ul style="list-style-type: none"> <li>● <b>Mastering Intonation in Beginning Band:</b> In this assignment, beginning band students will focus on achieving proper intonation. They'll demonstrate correct holding positions for their instruments to optimize tuning. Additionally, they'll learn and exhibit appropriate embouchure techniques tailored to their specific wind instrument. Students will also practice maintaining proper breath support to produce consistent tones. Finally, they'll tune their instruments using the prescribed method, ensuring accuracy in pitch. Reflective writing after each demonstration will aid in reinforcing understanding and progress in intonation mastery.</li> </ul> |

- **Musical Element Uniqueness Analysis:** In this assignment, students will analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive. The students will have to explain how to define “unique” during their presentation.
- **Solo Performance:** Students will be creating and performing a solo performance for the students.
- **Concert Performance:** Students will be performing in a large concert setting, including an on campus event.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

- Direct instruction
- Demonstration and Modeling
- Listening sessions
- Collaborative learning
- Rehearsals

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

- Teacher observation and feedback
- Solo Performance Assessments
- Ensemble Performance Evaluations
- Sectional Assessments
- Written Assignments
- Self and peer assessments
- Rubrics or evaluation criteria can guide self-assessment and peer assessment processes.
- Sight-Reading assessment