



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Advanced Band</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Intermediate Band</div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">106511, 106512</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">VAPA</td> <td style="border: 1px solid black; padding: 2px;">9292</td> </tr> </table> <p>Was this course <u>previously approved by UC for PUHSD</u>?</p> <p> <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No (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> <p>Submitted by: Matthew Thomas Site: SSC Date: 04/10/24 Email: matthew.thomas@puhsd.org</p>	CREDIT TYPE EARNED:	CALPADS CODE:	VAPA	9292	F-VAPA	<input checked="" type="checkbox"/> Pending	<p>Subject Area:</p> <p> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></td> <td style="width: 50%;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"> Single Subject: Music; Specific Supplemental Auth; Instrumental Music; Specific Subject Matter Auth; Instrumental Music </td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px;"> </div> <div style="border: 1px solid black; padding: 5px;"> 4/15/2024 </div> </div> <p style="text-align: center;">Signature Date</p> </td> <td></td> </tr> </table> <p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>	Credential Required to teach this course: <i>To be completed by Human Resources only.</i>		Single Subject: Music; Specific Supplemental Auth; Instrumental Music; Specific Subject Matter Auth; Instrumental Music		<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px;"> </div> <div style="border: 1px solid black; padding: 5px;"> 4/15/2024 </div> </div> <p style="text-align: center;">Signature Date</p>	
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		<p>Grade Level(s)</p> <p> <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>											
Approvals	Name/Signature	Date											
Director of Curriculum & Instruction		04/18/24											
Asst. Superintendent of Educational Services		4/10/24											
Governing Board													

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
Advanced Band (Concert Band) is designed to develop skills and knowledge that will enhance one's understanding and enjoyment of music. It is a continuation of instruction in the basics of playing the chosen band instrument started in Beginning Band or elementary school band, with added emphasis on developing musicianship, and band performance skills through study and performance of a variety of appropriate band literature. A reasonable amount of practice time is required.

B. COURSE CONTENT

Course Purpose (REQUIRED): <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 will experience and discover the world of music through hands-on work with a wind or percussion instrument. Students will learn musical terminology, rhythmic figures and basic musical notation skills. The instruments being offered are: flute, oboe, clarinet, bassoon, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, baritone, and tuba, pitched and unpitched percussion.
Course Outline (REQUIRED): <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>
Unit 1: Creating Music Students will compose using available technology and teacher-specified rhythms and pitches. The students will read and write simple pitch notation in the appropriate clef. They will use whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Assignments

- Perform a short piece from an unfamiliar style, time period, or genre as a solo or in a small ensemble. Students will be exposed to concert repertoire that expands their range of styles and expression. Each year, the band will perform a piece that is written by a composer of non-American decent OR based on a theme known to represent non-American cultures. They will also perform at least one piece of classic band literature.
- In writing, compare and contrast two different time periods or styles of music. Students will find two videos from YouTube featuring a piece from any period between the Baroque Era and the Romantic Era. They will write a paper, detailing several factors in each piece. They will compare instrumentation, rhythm, expressive styles, texture, and overall timbre. Students will learn to identify these differences to identify the most characteristics in each era.
- In class, students listen to unfamiliar but representative aural examples of music from different time periods. Students write what style of music it is and explain their reasoning. As a follow up of the above writing assignment, students will be exposed to several pieces of music from different time periods for their final. Using their knowledge of the most common characteristics within each style, they will write down which time period the music is from and explain their reasoning. Prior to the test, they will also be exposed to several composers from each era, and will learn how their compositional styles and motives shaped the eras going forward.

Assessments include, but are not limited to:

- Group projects/presentations
- Class discussions
- Quizzes
- Self and peer reflections (Verbal and written)

Unit 2: Performing/Presenting/Producing

Students apply instrumental musical skills in performing a varied repertoire of music. This will include performing on an instrument repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles.

Assignments:

- Students will perform melodic and harmonic intervals through the use of selected repertoire and warm-up chorales/scales
- Students read daily on various rhythms including simple and compound meters.
- Students will use the “Call & Response” Technique used by the teacher and be able to perform and notate rhythmic and melodic ideas.
- Students will rehearse and perform music from different genres and cultures in a concert band setting.
- Through the use of various repertoires, the students will be exposed to larger forms including symphonic works, chamber pieces and solo material. Students will differentiate these forms of music.

Assessments include, but are not limited to:

- Group performances/presentations
- Class discussions
- Quizzes
- Self and peer reflections (Verbal and written)

Unit 3: Responding

Students will analyze and discuss individual and group performances as an ongoing class activity after each performance (formal and informal). Students will discuss musical performances and their value. Students will also describe concepts common to music, the other fine arts, and other disciplines. Students will evaluate how the arts convey meaning. Students will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions and arrangements and apply those to criteria in personal participation in music.

Assignments:

- In writing, compare and contrast two different group performances. They will write, detailing several factors in each performance. They will compare instrumentation, rhythm, expressive styles, texture, and overall timbre.
- Students will evaluate the quality and effectiveness of performances and be able to identify the concepts and qualities of Concert Band style and what makes this style unique.
- Students will describe the differences of sound quality by listening to specific works performed/recorded by different ensembles.
- Students will listen to examples of live and recorded performances within the genre of Concert repertoire. They will identify the effects of music using proper musical terminology (i.e. dynamics, balance, tempo, etc.)

Assessments include, but are not limited to:

- Group performances/presentations
- Class discussions
- Quizzes
- Self and peer reflections (Verbal and written)

Unit 4: Connecting

Understanding the historical contributions and cultural dimensions of music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. Students will also connect and apply what is learned in music to learning in other art forms and subject areas and careers.

Assignments:

- Students will compare music from other cultures as well the instrumentation and harmonic structure of the genre.
- Students will pinpoint the influences of various cultures on music in early US history and how these cultures have changed the harmonic and melodic perception of composers and arrangers.

- Students will explain how music has reflected social functions, changing ideas and values from early musical eras, early 20th Century (Jazz, big bands) and modern times (use of technology).
- Students will perform music from different genres, cultures and time periods and will be exposed to the classic repertoire of Concert Band music.
- Students will identify Concert Band works from different periods and also modern works including composers and their style of composition
- Students will describe how music is used in film, video, radio and television and the impact of this genre through the use of dynamic contrast and sound effects.

Assessments include, but are not limited to:

- Group performances/presentations
- Class discussions
- Quizzes
- Self and peer reflections (Verbal and written)

Writing Assignments (REQUIRED):

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

- Students will compare and contrast two different group performances. They will write, detailing several factors in each performance. They will compare instrumentation, rhythm, expressive styles, texture, and overall timbre.
- Students will compare and contrast two different time periods or styles of music. Students will find two videos from YouTube featuring a piece from any period between the Baroque Era and the Romantic Era. They will write a paper, detailing several factors in each piece. They will compare instrumentation, rhythm, expressive styles, texture, and overall timbre. Students will learn to identify these differences to identify the most characteristics in each era.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: 16 Chorales by J.S. Bach

Edition:

Author: arr. Mayhew Lake

ISBN:

Publisher: G. Schirmer, Inc.

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> 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:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):
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"> ● Perform a short piece from an unfamiliar style, time period, or genre as a solo or in a small ensemble. Students will be exposed to concert repertoire that expands their range of styles and expression. Each year, the band will perform a piece that is written by a composer of non-American descent OR based on a theme known to represent non-American cultures. They will also perform at least one piece of classic band literature. ● Perform a short piece from an unfamiliar style, time period, or genre as a solo or in a small ensemble. ● Students will perform music from different genres, cultures and time periods and will be exposed to the classic repertoire of Concert Band music. ● Students will compare and contrast two different time periods or styles of music. Students will find two videos from YouTube featuring a piece from any period between the Baroque Era and the Romantic Era. They will write a paper, detailing several factors in each piece. They will compare instrumentation, rhythm, expressive styles, texture, and overall timbre. Students will learn to identify these differences to identify the most characteristics in each era. ● Students will evaluate the quality and effectiveness of performances and be able to identify the concepts and qualities of Concert Band style and what makes this style unique. ● Students will describe the differences of sound quality by listening to specific works performed/recorded by different ensembles.
Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Lecture
- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Writing Assessments
- Projects (including Written and Oral Assessments)
- Research
- Performances

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Oral In-Class Participation/Classwork/Homework
- Student Presentations
- Quizzes
- Writing Assessments
- Projects (including Written and Oral Assessments)
- Performances