



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;">Concert Marching Band</div> <p> <input type="checkbox"/> New <input type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">106521,106522</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;">9291</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	VAPA	9291	<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?</p> <p>Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<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>
CREDIT TYPE EARNED:	CALPADS CODE:					
VAPA	9291					
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p> <input type="checkbox"/> Yes <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;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Single Subject: Music Specific Supplementary Auth: Instrumental Music 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;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> <p>4/15/2024</p> Date </td> </tr> </table>		 Signature	<p>4/15/2024</p> Date
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 Signature	<p>4/15/2024</p> Date					
<p>Submitted by: Matthew Thomas Site: SSC Date: 04/10/24 Email: matthew.thomas@puhsd.org</p>	<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>					
Approvals	Name/Signature	Date				
Director of Curriculum & Instruction		04/18/24				
Asst. Superintendent of Educational Services		4/18/24				
Governing Board						

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
Marching Band is a participation based class involving performances at football games, local parades, community events, and state-wide competitions. Students will achieve an advanced level of performance skills on their instruments. Individual instrumental technique growth, group dynamics and introduction to leadership skills will be emphasized. May be repeated for credit.

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>
Through standards based instruction, the goals of the marching band include proficiency in musical concepts and ideas and an understanding of musical aesthetics by performing varied styles of music and repertoire. The students will be able to perform and analyze music through various competitions throughout the season. Goals of the class include the ability to perform in a public setting with good musical quality and professionalism. Course objectives include ability to perform and analyze music. Ability to perform music with expression and technical accuracy. Perform on their instrument with each other and solo. Ability to critically analyze their own performance using musical terms and ideas including blend, balance, intonation and ensemble playing.
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: Introduction to Musical Performance

During this unit, students are introduced to musical performance by developing the following technical skills: posture, breath support, tone quality, articulation, lip and finger flexibility and dexterity. Aural skills: listening to one self and others, auditioning, intonation, recognizing chord and interval function. Rhythmic skills: feeling pulse accurately, learning about meters and subdivision. Literacy skills: music notation, ability to read music, music terms and symbols. Structural elements: interval and chord knowledge, harmony, counterpoint, form, phrase structure. Expressive skills: dynamics, tension/release patterns (melodically, harmonically, rhythmically).

Assignments:

- **Sight-read music accurately and expressively.** Students will be given several brand new pieces each semester. Upon sight-reading them, students must first analyze their key signature, tempo, and meter, as well as any changes that might occur among the three. Students will also produce higher sound quality by observing articulation markings, dynamics, and expressive terms. By looking ahead and maintaining a high level of focus, students will learn to sight-read more efficiently with each reading.
- **Small group critique:** For this assignment, students will critique each other on posture, breath support, tone quality, and articulation. Students will use a "study clock" to perform this assignment. Before they begin, students will learn, by instruction and reading from the book "Traditions of Excellence," about the various techniques used to produce good tone quality. To begin the assignment, each student will have a new partner every five minutes until their study clock (a full hour) is filled. With each partner, they will demonstrate one of twelve total techniques or methods for producing good tone quality, using a step-by-step process. Students will learn collaboration skills and various methods for producing a better sound on their instruments.
- **Memorization and marching tests.** For marching band, students will be required to memorize music for the purpose of performing outdoors at parades, football games, and other venues where stands will not be used. They will also learn marching techniques, ranging from basic to advanced, so that they may march at parades and possibly field show competitions. When marching, they will be required to produce a quality sound by utilizing proper posture and breath support. Through these assignments, students will learn how to be independent musicians and disciplined marchers.

Unit 2: Festive Music

During this unit, students study and perform music from different historical periods of Western Art Music. Perform music genres of the United States, and learn the historical and cultural significance of jazz, folk songs, and spirituals. Students explore and perform musical styles from around the world. Listen to and research well known musicians in different time periods, genres, and cultures.

Assignments:

- **Student performance piece:** Students will 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.

- **Music from different time periods:** For this assignment, 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.
- **Baroque and Romantic Eras:** For this assignment, 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.

Unit 3: Holidays and Cultural Music

Students study and perform music from different historical periods of Western Art Music. Perform music genres of the United States, and learn the historical and cultural significance of jazz, folk songs, and spirituals. Students explore and perform musical styles from around the world. Listen to and research well known musicians in different time periods, genres, and cultures.

Assignments:

- **Performance Piece:** Students will perform a short piece from an unfamiliar style, time period, or genre as a solo or in a small ensemble. Each year, students will be expected to perform a selection of holiday-themed music for their winter concert. Selections for each winter concert will be drawn from several different cultures to provide maximum exposure to contrasting styles. They will learn about the appropriate techniques for performing music off unfamiliar content through the use of proper articulations, unusual rhythms, and musical expression.
- **Role of Music:** For this assignment, students will be analyzing the role and function of music in radio, television, and advertising. They will be writing a 300 word minimum analysis paper.
- **Winter Concert Attendance:** Students will attend at least one winter concert featuring another school's band. They will take home a program from the concert and use it to write a paper that describes, in detail, several factors that identify the stylistic influences of each piece performed at the concert. They will consider composers, arrangers, and program notes to help them provide a conclusive analysis that lists eras, religions, and possible countries of origin for each piece.
- **Winter Concert Analysis:** Students will select two of the pieces performed at their winter concert. They will research each piece by considering both the composer and arranger (if arranged) to provide a cultural analysis of each piece. They will then compare each piece based on the appropriate musical elements to demonstrate a thorough understanding of cultural influences in music.

Unit 4: Introduction to Musical Performance

Students will be exposed to the basics of music theory. Students will be given several brand new pieces each semester. Upon sight-reading them, students must first analyze their key signature, tempo, and meter, as well as any changes that might occur among the three. Students will also produce higher sound quality by observing articulation markings, dynamics, and expressive terms. By looking ahead and maintaining a high

level of focus, students will learn to sight-read more efficiently with each reading. Their final assignment for the unit would involve analyzing a short piece written for band. They will be expected to mark the basic form and structure in a red pencil across a short score. They will also be expected to map out the form on a separate sheet of paper, and provide a brief synopsis of the melodies and harmonies as they overlap through the piece.

Assignments:

- **Music Analysis:** For this assignment, students will analyze a piece of music by notating on the music itself, chord function, phrase structure, and form.
- **Small group critique:** Students will use a "study clock" to perform this assignment. Before they begin, students will learn, by instruction and reading from the book "Traditions of Excellence," about the various techniques used to produce good tone quality. To begin the assignment, each student will have a new partner every five minutes until their study clock (a full hour) is filled. With each partner, they will demonstrate one of twelve total techniques or methods for producing good tone quality, using a step-by-step process. Students will learn collaboration skills and various methods for producing a better sound on their instruments.
- **Memorization and marching tests:** For marching band, students will be required to memorize music for the purpose of performing outdoors at parades, football games, and other venues where stands will not be used. They will also learn marching techniques, ranging from basic to advanced, so that they may march at parades and possibly field show competitions. When marching, they will be required to produce a quality sound by utilizing proper posture and breath support. Through these assignments, students will learn how to be independent musicians and disciplined marchers.

Writing Assignments (REQUIRED):

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

- **Music from different time periods:** For this assignment, 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.
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INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Tradition of Excellence Technique & Musicianship

Edition:

Author: Bruce Pearson and Ryan Nowlin

ISBN:

Publisher:

Publication Date: 12/20/2012

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

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

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
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):

- **Memorization and marching tests.** For marching band, students will be required to memorize music for the purpose of performing outdoors at parades, football games, and other venues where

stands will not be used. They will also learn marching techniques, ranging from basic to advanced, so that they may march at parades and possibly field show competitions. When marching, they will be required to produce a quality sound by utilizing proper posture and breath support. Through these assignments, students will learn how to be independent musicians and disciplined marchers.

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- **Performance Piece:** Students will perform a short piece from an unfamiliar style, time period, or genre as a solo or in a small ensemble. Each year, students will be expected to perform a selection of holiday-themed music for their winter concert. Selections for each winter concert will be drawn from several different cultures to provide maximum exposure to contrasting styles. They will learn about the appropriate techniques for performing music off unfamiliar content through the use of proper articulations, unusual rhythms, and musical expression.
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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