

PERFORMING ARTS DEPARTMENT

ABRHS BAND: COURSE #881

Contact Information

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The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of educational impact: societal, instructional and individual. Societally, students gain knowledge of events and historical movements that shaped society. Instructionally, the arts may help to develop critical and creative thinking skills. Individually, the arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

For those students interested in developing skills in vocal, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to meet the varied needs and skill levels of the students, provide cultural enrichment for the students, provide aesthetic value for the students, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

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Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: Instrumental training is recommended but not required.

Background to the Curriculum

Our high school band is a long-established course offering. It has played an integral role in the development of the individual musical skills of our students and has provided our school and community with an outstanding support vehicle. Over the course of the school year the band has two primary roles, that of a marching band for fall activities and as a concert band for concert hall performance. Throughout the years the band has earned many honors and awards in both marching and concert performance.

The band curriculum is aligned with standards 2 (Reading and Notation), 3 (Playing Instruments) and 5 (Critical Response) of the Massachusetts Arts Curriculum Framework. In addition to the frameworks, our band program encourages tremendous personal growth in the form of teamwork and leadership skills.

Core Topics/Questions/Concepts/Skills

- Apply musical concepts to their performances:
 - ~ Dynamics
 - ~ Tempo
 - ~ Tone quality
 - ~ Phrasing
 - ~ Intonation
- Continue growth in:
 - ~ Music reading
 - ~ Playing technique
 - ~ Acquired overall skill level
- Understand and perform advanced marching techniques and maneuvers.
- Understand the intricacies of working in a large group setting.
- Take pride in their accomplishments.
- Develop Esprit de Corps.
- Understand and develop leadership qualities.
- Become acquainted with more advanced wind band traditional and contemporary literature.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<p>1] Apply musical concepts to their performances.</p> <ul style="list-style-type: none">• Dynamics• Phrasing• Tempo• Intonation• Tone quality <p>2] Continue growth in:</p> <ul style="list-style-type: none">• Music reading.• Playing technique.• Acquired overall skill level. <p>3] Become acquainted with more advanced wind band traditional and contemporary literature.</p>	<p>2.11 Read and sing at sight moderately difficult melodies, all intervals and their inversions from unison through an octave, and triads and their inversions in arpeggiated form.</p> <p>2.12 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6*.</p> <p>3.11 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6*.</p> <p>3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</p> <p>3.13 Perform in small ensembles with one student on a part.</p> <p>5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music.</p> <p>5.13 Demonstrate knowledge of the technical vocabulary of music.</p> <p>5.14 Listen to performances of extended length and complexity with proper attention and audience protocol.</p>

* Levels of Difficulty

For purposes of these standards, there are six levels of difficulty:

Level 1 – very easy; easy keys, meters, and rhythms; limited ranges.

Level 2 – easy; may include changes of tempo, key, and meter; modest ranges.

Level 3 – moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Level 4 – moderately difficult; requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Level 5 – difficult; requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, usual meters, complex rhythms, subtle dynamic requirements

Level 6 – very difficult; suitable for musically mature students of exceptional competence.

Assessment

Students will be assessed on their preparedness, musicianship, attendance, attitude and care of equipment.

Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

Not Applicable

Materials and Resources

An ever-changing series of band arrangements will be selected each year to support the educational and motivational needs of the ensemble. Included in these selections will be traditional arrangements of the wind band repertoire, contemporary original wind band arrangements, and present day popular selections that offer substantial educational benefit in addition to its popularity of the day. Other consideration will be given to culturally-inclusive selections, stylistic influences and mood of programming.