

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**Concert Band  
and  
Wind Ensemble**

Board of Education Approved 04/24/2007

## **Concert Band and Wind Ensemble**

### **Statement of Purpose**

Music is inherent in the very nature of man and therefore must be an integral part of a child's education. We believe that music students in Fairfield's high schools will develop an appreciation of music and be able to intelligently express their opinions, as well as become educated consumers of music. All of our students will have opportunities to increase their musical skill levels including creating, performing, and responding. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities.

Concert Band and Wind Ensemble teach the art of music performance, music understanding and musical awareness. Through the study of band instruments; daily ensemble rehearsal and weekly lessons, students will actively participate in performing, analyzing and listening to a wide variety of music. The study of music sets a foundation for lifelong participation in and appreciation of music, and develops crucial life skills including problem solving, critical thinking, teamwork, leadership and self-discipline.

### **Audience**

9<sup>th</sup> - 12<sup>th</sup> Grade Band Students

### **Prerequisite**

Successful completion of the prior year's band ensemble requirements, or audition

### **Design and Description**

2 credits

Concert Band and Wind Ensemble meet once daily and include one lesson per week. This lesson will take place during the school day with the band director or qualified lesson instructor in groups no larger than three students. Students may choose to fulfill their lesson requirement by taking weekly private lessons with a qualified teacher outside of school. Students who participate in lessons out of school are required to have their private teacher complete the private lesson evaluation form regularly and return it to their ensemble director.

These courses are offered to all students who desire training in instrumental techniques, ensemble rehearsal and performance techniques, and music reading. Participation in all scheduled rehearsals and performances is required. Adherence to the departmental Code of Ethics and the performance dress code is required.

Band ensembles at the high school are structured around the following three categories that guide instruction.

- I. All students in the Fairfield band program progress through Skill Levels. These skill levels are a continuation for the middle school curriculum. Most students in the band program will complete Skill Level IV in middle school band. They will achieve Skill Levels V, VI, and VII upon completion of four years of high school band with a

minimum of two years participation in Wind Ensemble. Students will complete at least levels V and VI in four years of high school with participation in only Concert Band.

- II. All students in the Fairfield band program progress through a Repertoire Cycle. In this four-year cycle, student will complete in-depth study of a variety of prescribed repertoire, genres and time periods. Over four years students will study each of the Repertoire Cycle units regardless of specific ensemble.
- III. All students in the Fairfield band program will also progress through a series of tasks designed to meet state standards for 9-12 music.

### **Course Goals**

- After four years of high school band, students will successfully complete a minimum of skill level VI objectives.
- After four years of high school band, students will successfully complete all core topics through the application of the literature repertoire cycle.
- After four years of high school band, students will complete all eight summary objectives. These objectives include performing on their instrument, commenting on and evaluating their own musical performances, as well as other student's performances using appropriate musical terminology, notating, composing, and improvising music.

Summary objectives apply to students who have completed Concert Band and Wind Ensemble and are exiting 12<sup>th</sup> grade. They are addressed within the cumulative four years of the following repertoire cycle and skill levels V, VI, and VII. The summary tasks found on pages 13-19 refer to these objectives.

### **Summary Objectives**

Students will be able to:

- play their instruments in tune and with a characteristic tone, repertoire at NYSSMA level 5 with expression and technical accuracy, both in lessons and within their ensembles.
- creatively improvise in tune, with characteristic tone and style, over the prescribed harmonic chord structure, with a variety of rhythmic patterns.
- enumerate, notate, and compose music using correct manuscript techniques, both by hand and by technological means.
- read music at sight at NYSSMA level 3 in tune, with characteristic tone, technical accuracy, and expression, both individually and within an ensemble.
- listen to, analyze, and describe both live and recorded performances, and write critical analyses using music terminology.
- evaluate their own performances and compare and contrast them to performances of others, both individually and within an ensemble.
- describe the interrelationship between music, history, cultures and other academic and artistic disciplines.

## **Music Standards**

### ***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6

Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills

Students will perform in small ensembles with one student on a part

### ***Improvisation***

**Students will improvise melodies, variations and accompaniments.**

Students will improvise stylistically appropriate harmonizing parts.

Students will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Students will improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

### ***Composition***

**Students will compose and arrange music.**

Students will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music

Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources

### ***Notation***

**Students will read and notate music.**

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used

Students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

### ***Analysis***

**Students will listen to, describe and analyze music.**

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

Students will demonstrate extensive knowledge of the technical vocabulary of music

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

### ***Evaluation***

**Students will evaluate music and music performances.**

Students will evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music

Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

### ***Connections***

**Students will make connections between music, other disciplines and daily life.**

Students will explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples

Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

Students will explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Students will apply music knowledge and skills to solve problems relevant to a variety of careers

### ***History And Cultures***

**Students will understand music in relation to history and culture.**

Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications

Students will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them

Students will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances

## **Information and Technology Standards (to be added)**

### **Essential Questions**

- What is the role and importance of music in our lives?
- How is expression and communication created through performing music?
- What makes a music performance successful?

### **Guiding Questions**

- Where on the timeline below does the music we studied fall?

Ancient	Medieval	Renaissance	Baroque	Classical	Romantic	Impressionistic	20 <sup>th</sup> Century	Contemporary
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- Who is a significant composer from the specified style or time period?
- What is a famous composition or masterwork from this time period or genre?
- What innovation(s) in music were attributed to music of this time period or style?
- What cultural & historical influences are commonly evident in the written/performed music of this time period or genre?
- What is one musical composition you studied/performed from the specified period or style and why is it characteristic of this time period or style?

# Fairfield Music Department Curriculum

## High School Band Repertoire Cycle

Repertoire selected for each block will reflect the skill level represented in each ensemble: level V or level VI.

**Block One**  
Renaissance and  
Baroque  
Marches  
20<sup>th</sup> Century

**Block Four**  
Contemporary  
Programmatic  
British

Commissioned  
works and Concertos  
to be added at  
teacher discretion.

**Block Two**  
Classical  
Folk  
Jazz

**Block Three**  
Romantic  
Theater and Film  
Multicultural

## Repertoire Cycle

### Core Topics

#### **Renaissance and Baroque**

- Evolution of wind and percussion instruments in this period
- Differences from present articulations and ornamentations
- Transcriptions of string pieces

#### **Marches**

- Creation of instruments for marching bands
- Historical origins and evolution of marching bands

#### **20<sup>th</sup> Century**

- Band instruments
- Band music

#### **Classical**

- Evolution of wind and percussion instruments evolution
- Differences from present articulations and ornamentations
- Compositions written for wind and percussion instruments
- Classical concerto, symphony or other piece featuring your instrument
- Compositional forms

#### **Jazz**

- Common instrumental configurations of: Big Bands, Dixieland, and combos
- Swing eighth notes
- 12-bar blues chord structure

#### **Folk**

- Folk songs and their cultural significance
- Influence of folk songs on composers

#### **Romantic**

- Evolution of wind and percussion instruments in this period
- Differences from present articulations and ornamentations
- Compositions written for wind and percussion instruments
- Romantic concertos and symphonies

#### **Theater and Film**

- Musical theater
- Contribution of music to the story
- Techniques used for character personification in current repertoire

#### **Multicultural**

- Reflection of culture
- Cultural function

#### **Contemporary**

- Wind and percussion instruments used to emulate original sound and effects
- Specialized performance practices in current repertoire

#### **Programmatic**

- Storytelling
- Techniques used for character personification in current repertoire
- Genres and time periods

**British**

- Folk melodies for band repertoire
- Nationalist Music
- Impact on American music
- Similarities of band instrumentation to our ensemble



9. Play and read a chromatic scale for the full range listed above with appropriate alternate/chromatic fingerings, ascending and descending at quarter note = 60 (winds and mallet percussion only).
10. Identify name and demonstrate rudiments with appropriate sticking: single paradiddle, multiple bounce stroke, flam, flam tap, flam accent, flam paradiddle, long roll, nine-stroke roll, five-stroke roll, seventeen-stroke roll, extended rolls, thirteen stroke roll, double paradiddle, double-stroke roll, drag, ruff, single ratamacue, double ratamacue, and triple ratamacue (battery percussion students only).

**Skill Level VI**

Defines objectives in progress for all students in Concert Band and most students in Wind Ensemble.

**Performance Objectives**

Wind and mallet percussion students will:

1. Enumerate the following rhythms;

**Level VI Enumeration**



2. Play and read 4/4, 2/4, 3/4, 2/2, 3/8, 6/8, 7/8, 5/4 and 7/4 time signatures and simple meter changes.
3. Demonstrate through playing and reading, a comprehensive knowledge and application of musical terms and symbols. (See appendix)
4. Identify written note names, including enharmonics, double sharps and double flats, and demonstrate fingerings throughout the range.
5. Continues to refine a characteristic tone and good intonation at all dynamic levels throughout the range on their instrument.
6. Perform slurs, staccato, accent, legato and marcato articulation with control at a wide variety of tempi appropriate to the music.
7. Play a Level 4 etude or short piece containing no phrase markings with appropriate phrasing. Play level 4 band repertoire.
8. Play and read two octaves (if appropriate to range) concert F, Bb, Eb, Ab, Db, C, G, D, major and the corresponding natural minor scales and arpeggios (winds and mallet percussion only).
9. Play and read a chromatic scale for the full range listed above with appropriate alternate/chromatic fingerings, ascending and descending at quarter note = 120 (winds and mallet percussion only).
10. Identify name and demonstrate rudiments with appropriate sticking: single paradiddle, multiple bounce stroke, flam, flam tap, flam accent, flam paradiddle, long roll, nine-stroke roll, five-stroke roll, seventeen-stroke roll, extended rolls, thirteen stroke roll, double paradiddle, double-stroke roll, drag, ruff, single ratamacue, double ratamacue, and triple ratamacue (battery percussion students only).

### **Skill Level VII**

Defines objectives for all students in Wind Ensemble.

### **Performance Objectives**

Wind and mallet percussion students will:

1. Enumerate the following rhythms;

## **Level VII Enumeration**



2. Play and read 4/4, 2/4, 3/4, 2/2, 3/8, 6/8, 9/8, 12/8, 5/8, 7/8, 5/4 and 7/4 and mixed meter time signatures.
3. Demonstrate through playing and reading, a comprehensive knowledge and application of musical terms and symbols. (See appendix)
4. Identify written note names, including enharmonics, double sharps and double flats, and demonstrate fingerings throughout the range.
5. Continues to refine a characteristic tone and good intonation at all dynamic levels throughout the extended range on their instrument.
6. Perform all articulations with control at a wide variety of appropriate tempi.
7. Play a level 4 or level 5 piece containing no phrase markings with appropriate phrasing. Play level 5 band repertoire.
8. Play and read two octaves (if appropriate to range) concert F, Bb, Eb, Ab, Db, C, G, D, major and the corresponding natural and harmonic minor scales and arpeggios in the following rhythm at quarter note = 60 (winds and mallet percussion only).
9. Play and read a chromatic scale for the full range listed above with appropriate alternate/chromatic fingerings, ascending and descending at sextuplet note = 60 (winds and mallet percussion only).
10. Identify name and demonstrate all rudiments with appropriate sticking (battery percussion students only).

## **Tasks for Band Program**

These summary performance standards apply to students who have completed Concert Band and Wind Ensemble and are exiting 12<sup>th</sup> grade. They are addressed within the cumulative four years of the repertoire cycle and skill levels V, VI, and VII.

### **Summary Objective 1**

Students will be able to:

- play their instruments in tune and with a characteristic tone, repertoire at NYSSMA level 5 with expression and technical accuracy, both in lessons and within their ensembles.

### **Music Standards**

#### ***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6

Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills

Students will perform in small ensembles with one student on a part

### **Tasks**

- **Ensemble**
  - Group performance of scales.
  - Group performance of band literature.
- **Lesson**
  - Individual performance of scales.
  - Individual performance of band literature.
  - Individual performance of solo literature.

### **Summary Objective 2**

Students will be able to:

- creatively improvise in tune, with characteristic tone and style, over the appropriate harmonic chord structure, with a variety of rhythmic patterns.

### **Music Standards**

#### ***Improvisation***

**Students will improvise melodies, variations and accompaniments.**

Students will improvise stylistically appropriate harmonizing parts.

Students will improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

### **Task**

- **Improvise – Lesson**
  - Improvising alone

### **Summary Objective 3**

Students will be able to:

- enumerate, notate, and compose music using correct manuscript techniques, both by hand and by technological means.

### **Music Standards**

#### ***Notation***

**Students will read and notate music.**

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used

#### ***Composition***

**Students will compose and arrange music.**

Students will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect

Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources

### **Tasks**

- **Ensemble**
  - Notating rhythmic dictation.
  - Composing melodies.
  - Enumerating band literature.
- **Lesson**
  - Composing melodies.
  - Enumerating lesson literature.

### **Summary Objective 4**

Students will be able to:

- read music at sight at NYSSMA level 3 in tune, with characteristic tone, technical accuracy, and expression, both individually and within an ensemble.

### **Music Standards**

#### ***Notation***

**Students will read and notate music.**

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used

Students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

### ***Connections***

**Students will make connections between music, other disciplines and daily life.**

Students will explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples

Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

### ***History And Cultures***

**Students will understand music in relation to history and culture.**

Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications

### **Tasks**

- **Ensemble**
  - Group sight-reading.
- **Lesson**
  - Individual sight-reading.

### **Summary Objective 5**

Students will be able to:

- listen to, analyze, and describe both live and recorded performances, and write critical analyses using music terminology.

### **Music Standards**

#### ***Analysis***

**Students will listen to, describe and analyze music.**

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

Students will demonstrate extensive knowledge of the technical vocabulary of music

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

### **Tasks**

- **Ensemble**
  - Critically responding to given musical examples as a group.

- **Lesson**
  - Critically responding to given musical examples.

### **Summary Objective 6**

Students will be able to:

- evaluate their own performances and compare and contrast them to performances of others, both individually and within and ensemble.

### **Music Standards**

#### ***Evaluation***

**Students will evaluate music and music performances.**

Students will evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music

Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

#### **Tasks**

- **Ensemble**
  - Critically responding to the current ensemble's performances
- **Lesson**
  - Critically responding to personal individual performances

### **Summary Objective 7**

Students will be able to:

- describe the interrelationship between music, history, cultures and other academic and artistic disciplines.

### **Music Standards**

#### ***Connections***

**Students will make connections between music, other disciplines and daily life.**

Students will explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples

Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

Students will explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Students will apply music knowledge and skills to solve problems relevant to a variety of careers

### *History And Cultures*

**Students will understand music in relation to history and culture.**

Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications

Students will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them

Students will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances

### **Tasks**

- **Ensemble**
  - Response to band literature and its interrelationships.
- **Lesson**
  - Response to solo literature and its interrelationship.