

Educator Mastery Guide 9-12 Instrumental Music

Course Description:

Instrumental Music is a course that provides musical performance and study for students in grades 9-12. Three levels of instruction are included in the following framework. This plan allows for a total of four years of instrumental music classes. Through the mediums of band and orchestra, the course is designed to develop proficiency in musical performance, an understanding of the art of music, and an appreciation of the creative and intrinsic values of music which can result in a life-long avocation. Prerequisite is satisfactory completion of a middle school or junior high instrumental program.

In the first nine weeks, the student will:

1. Demonstrate an understanding of the elements of music through singing selected musical examples, rhythmic patterns, tuning notes in unison.
2. Demonstrate that tone production includes the continuing development and understanding of the characteristic qualities of sound, and is able to measure the mastery level for the maturity and control of the characteristic sound.
3. Differentiate between correct and incorrect pitch and distinguish the listening responsibilities within an ensemble as an individual performer, employing these responsibilities to perform with expression and technical accuracy a large and varied repertoire of instrumental literature that encompasses all levels of difficulty on a scale of 1-6.

In the second nine weeks, the student will:

1. Demonstrate that technique includes the proper development and understanding of correct posture, hand position, fingering, wind articulation and

percussion sticking as well as demonstrate facility in all scales and rudiments.

2. Compare and contrast various music genres and their historical backgrounds, and appraise the historical contribution or significance of a given musical work.
3. Compare and contrast selected literature by genre or style and assess the cultural significance of that composition.

In the third nine weeks, the student will:

1. Demonstrate an understanding of the elements of harmony through singing chorales and selected examples up to four (4) parts in complexity.
2. Employ the techniques of sight-reading and performance on musical works from many compositional periods, such as Baroque, Classical, Romantic, Impressionism, and the 20th century, with characteristic interpretive elements.
3. Through a traditional ensemble, create a rhythmic or melodic improvised solo over a given chord progression.
4. Apply and evaluate notated musical concepts in order to sight-read accurately and expressively, music encompassing all difficulty levels on a scale of 1-6.
5. Develop criteria to evaluate the quality and effectiveness of music performances and compositions, and assess and appraise the aesthetic qualities of various musical genres, explaining the musical means and devices these works use to evoke feelings and emotions.

In the fourth nine weeks, the student will:

1. Employ the symbols of dynamic control & demonstrate the nuances of phrase shaping; assess appropriate ways to interpret the expressive qualities of music, developing these nuances through dynamic control, tempo variation, and phrase shaping.
2. Through the medium of jazz, create an improvised stylistically correct solo on original melodies over a given chord progression, each in a consistent style, meter, & tonality.
3. Compose music demonstrating creativity in using the elements of music for expressive effect.
4. Arrange music for his/her performing medium.
5. Analyze and perform nonstandard notational symbols used by some 20th century composers.
6. Demonstrate knowledge of the technical vocabulary of music.
7. Explain, analyze, & describe the use of compositional devices and techniques in a given work that make it unique, interesting and expressive, & give examples of other works that make similar use of those devices & techniques.
8. Evaluate the quality & effectiveness of their own and others' performances, compositions, arrangements, & improvisations by applying specific criteria appropriate to the style of the music & offer constructive suggestions for improvement.
9. Illustrate how elements (i.e. color, balance, texture) are used in similar and distinctive ways in various arts and distinguish how these elements are utilized throughout different historical periods.
10. Compare ways in which the principles and subject matter of other disciplines are interrelated with those of music.