

**WEST JEFFERSON HILLS SCHOOL DISTRICT
MARCHING BAND CURRICULUM**

GRADES 9-12

<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements ➤ Dance: • energy/force • space • time ➤ Music: • duration • intensity • pitch • timbre ➤ Theatre: • scenario • script/text • set design ➤ Visual Arts: • color • form/shape • line • space • texture • value Principles ➤ Dance: • choreography • form • genre • improvisation • style • technique ➤ Music: • composition • form • genre • harmony • rhythm • texture</p>	<ul style="list-style-type: none"> • Student will visually represent the rhythm of music through movement and equipment • Student will visually represent the harmony of music through movement and equipment • Student will visually represent the tone color of music through movement and equipment • Student will visually represent the form of music through movement and equipment • Students will play, to an acceptable degree, their assigned parts for all music, both individually and in ensemble 	<ul style="list-style-type: none"> • Direct Instruction • Drill Practice • Rehearsal • Performance • Teacher demonstrations • Small Groups 	<ul style="list-style-type: none"> • Flags • Batons • Instruments • Cassettes • P.A. • Props 	<ul style="list-style-type: none"> • Individual performance during rehearsal • Individual performance during Marching Band performances • Oral questioning • Written evaluations of performances 	<ul style="list-style-type: none"> • Specially designed instruction per child • Adaptation and modification • Guided Practice • Cooperative learning • Oral questioning • Supplemental teaching devices • Guide Sheets • Adaptive materials • Special seatings 	<ul style="list-style-type: none"> • Advance repertoire • Small ensembles

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9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
	<ul style="list-style-type: none"> • Students will define and demonstrate the terms and symbols used in their repertoire • Students will understand and demonstrate the rhythm patterns and ability to use them • Students will demonstrate reading skills • Students will perform rhythm patterns in varying meters • Students will perform to audiences in large groups, ensembles and solos • Students will recognize major and minor tonalities • Students will perform six major scales by memory, twelve major scales at sight, chromatic scale by memory • Recognize and demonstrate proper blend balance, tone quality and intonation • Students will perform selected music at sight in the proper style and key, with a minimum of errors • Students will demonstrate the ability to read various rhythmic patterns at sight • Perform prepared solo to ability level • Perform excerpts from band music • Play short pieces at sight • Rehearse and perform in public 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<ul style="list-style-type: none"> ➤ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ➤ Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/harmony 	<ul style="list-style-type: none"> • Student will visually represent the expressive quality/style of music through movement and equipment • Students will be able to perform to an acceptable musical degree all music selected, and to maneuver on the field, on the street, and in the stands. • Students will be evaluated in the following ways, according to the musical concepts and drill concepts: <ul style="list-style-type: none"> . Tone quality . Rhythm . Intonation . Articulation . Dynamics . Proper Style • Students will perform to: Parade style marching, Squad drill marching, free form design marching • Performance of selected patriotic, popular, school, and field show music 		<ul style="list-style-type: none"> • TV/VCR • Digital Toner • Tape Recorder • Appropriate Software • Audio Visual Aides • Instruments • Music Library • Drill Charts • Podium Stands • Support Equipment/Accessories • Pencils • Uniforms 	<ul style="list-style-type: none"> • Playing Tests • Videotape review of performances • Squad “Drill-down” • Playing Test • Group evaluation of rehearsal and performance tapes • Sight-reading • Discussion by teacher of performance and associated problems • Listen to tape of performance • Playing test: Students will be scored using the grading system 		

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9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
	<p>Activities:</p> <ul style="list-style-type: none"> • Attempt to play through • Rehearse and drill, in slow tempo, problem areas: <ul style="list-style-type: none"> . Tone quality . Rhythm . Intonation . Articulation . Dynamics . Proper Style . Tone Blend . Musical Signs symbols and terminology 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> ➤ Dance: • move • perform • read and notate dance • create and choreograph • improvise ➤ Music: • sing • play an instrument • read and notate music • compose and arrange • improvise ➤ Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct ➤ Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media 	<ul style="list-style-type: none"> • Tone blend musical signs, symbols, and terminology • Students will be evaluated by the instructor as they rehearse and perform both individually and in ensemble • Students will perform to parade style marching • Students will review and drill the above areas daily, as necessary, to achieve proper tempos, ensemble precision and following the conductor in performance of the selection 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
	<ul style="list-style-type: none"> • Listening evaluation of each student's musical performance • For each drill maneuver: Explain drill, attempt march through, rehearse and drill in sections all problem areas <p>Teach and Correct:</p> <ul style="list-style-type: none"> • Proper Step • Spacing • Distance and interval 6x5, 8x5, and multi-gait step and pin wheels (squad and rank) • Instrument position • Precision of drill • Individual marching assignments • Review and drill the above areas daily, as necessary, to achieve ensemble precision in performance • Visual evaluation of each student's marching performance 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>C. Integrate and apply advanced vocabulary to the arts forms.</p>	<ul style="list-style-type: none"> • Student will interpret and apply advanced vocabulary to perform selected literature 					

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<p>D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance)</p>	<ul style="list-style-type: none"> • Student will perform a concert that demonstrates contrasting styles 					

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<p>E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p>						

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p>	<ul style="list-style-type: none"> • Student will identify the contributing factors that lead to the composition of selected band literature • Perform selected band literature employing appropriate style 					

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<p>G. Analyze the effect of rehearsal and practice sessions.</p>	<ul style="list-style-type: none"> • Student will identify the goals of a given rehearsal • Identify the outcomes of a given rehearsal • Assist in planning home practice sessions and additional rehearsals 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <ul style="list-style-type: none"> • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. 	<ul style="list-style-type: none"> • Student will use and maintain instruments carefully and properly 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<ul style="list-style-type: none"> •Evaluate the use and apply safe methods for storing materials in the arts. 						

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.</p>	<ul style="list-style-type: none"> Students will be aware of local performances (e.g., Pittsburgh Symphony, River City Brass Band, Mellon Jazz Festival) and make evaluations 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies). • Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs). 	<ul style="list-style-type: none"> • Students will perform new music techniques required to play selected band literature • Plan non-traditional instruments required by band literature 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>	<ul style="list-style-type: none"> Students will evaluate the use of technology in their performance of selected band literature. 					

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9.2. Historical and Cultural Contexts						
<p>A. Explain the historical, cultural and social context of an individual work in the arts.</p>	<ul style="list-style-type: none"> • Students will identify the historical, cultural, and social context of selected band literature 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)</p>	<ul style="list-style-type: none"> • Student will identify historical events that took place as selected band literature was created 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p>	<ul style="list-style-type: none"> • Students will identify the period in which selected band literature was written • Identify the genre of selected band literature and any historical implications 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>D. Analyze a work of art from its historical and cultural perspective.</p>	<ul style="list-style-type: none"> • Student will identify the cultural and social context of elected band literature 					

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<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
9.2. Historical and Cultural Contexts						
<p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p>	<ul style="list-style-type: none"> • Students will identify the impact of historical and cultural events of selected band literature 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<ul style="list-style-type: none"> Students will understand and use culturally and historically appropriate vocabulary as it applies to selected band literature 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>G. Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America 	<ul style="list-style-type: none"> • Students will perform selected band literature from various countries around the world with appropriate stylistic considerations 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p>	<ul style="list-style-type: none"> • Student will identify composers that have a Pennsylvania connection and perform music of selected Pennsylvania composers 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p>	<ul style="list-style-type: none"> Students will perform selected band literature of significant composers of varying backgrounds and perspectives, observing appropriate stylistic considerations. 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music)</p>	<ul style="list-style-type: none"> • Students will recognize the stylistic implications associated with the nationality of composers and their compositions recognize the stylistic implications associated with the historical period of composers and their compositions 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).</p>	<ul style="list-style-type: none"> Students will perform selected band literature that is based on the folk music traditions of various cultures around the world, observing appropriate stylistic considerations 					

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<p>9.2. Historical and Cultural Contexts</p>						
<p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Perform selected band literature of significant composers of varying background and perspectives observing appropriate stylistic considerations • Compare ideas, techniques, and fans of various composers within a concert program and/or among concert programs during the school year 					

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<p>9.3. Critical Response</p>						
<p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 	<ul style="list-style-type: none"> • Interpret: Student will discuss stylistically appropriate and inappropriate interpretation in the performance of selected band literature • Evaluate/form judgments: Student will evaluate various performances of selected band literature, evaluate solo and small ensemble performances 					

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<p>9.3. Critical Response</p>						
<p>B. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in <i>Woman Combing Her Hair</i>).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Compare the performance of the concert band to exemplary recordings of selected band literature • Compare the performance of the symphonic band to exemplary recordings of selected literature • Compare the solo wind and percussion performance of students with exemplar recordings 					

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<p>9.3. Critical Response</p>						
<p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p>						

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<p>9.3. Critical Response</p>						
<p>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p>						

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<p>9.3. Critical Response</p>						
<p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities. •Contextual criticism •Formal criticism •Intuitive criticism</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Contextual criticism: Evaluate selected band repertoire within the time and culture it was created • Formal criticism: Evaluate selected band repertoire based on compositional techniques, form, etc. • Intuitive criticism: Evaluate selected band literature from a personal perspective 					

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<p>9.3. Critical Response</p>						
<p>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>						

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<p>9.3. Critical Response</p>						
<p>G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p>						

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<p>9.4. Aesthetic Response</p>						
<p>A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.</p>						

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<p>9.4. Aesthetic Response</p>						
<p>B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, <i>War of the Worlds</i>).</p>	<ul style="list-style-type: none"> Student will discuss the impact of selected band literature on audiences for whom it was written or first heard it performed 					

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<p>9.4. Aesthetic Response</p>						
<p>C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional <i>Irish</i> dance at county fair versus the performance of <i>River Dance</i> in a concert hall).</p>	<ul style="list-style-type: none"> • Student will discuss the significance of performance venues from acoustic and social perspectives 					

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<p>9.4. Aesthetic Response</p>						
<p>D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>	<ul style="list-style-type: none"> • Student will discuss a point of view espoused by a composer in selected band literature 					