

LOCALLY DEVELOPED COURSE OUTLINE

Band (2021)15-3

Band (2021)15-5

Band (2021)25-3

Band (2021)25-5

Band (2021)35-3

Band (2021)35-5

Submitted By:

The Chinook's Edge School Division

Submitted On:

Apr. 6, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10

Course Description

Band 15-25-35 is designed as an extension of the Instrumental Music 10-20-30 courses. Individual musical skills developed in Instrumental Music are reinforced, enhanced, and applied through participation in a large ensemble. Students develop personal and collaborative goals as they participate in and refine personal and group practice routines, rehearsal, and performance. Furthermore, students experience, analyze and appreciate performances of diverse repertoire as musicians, part of an ensemble, and as audience members. These courses are excellent preparation for students who are planning to transition and pursue in musical ensembles from high school to post-secondary education

Band 15-25-35 requires an acoustically appropriate facility large enough to accommodate the ensemble and their equipment and practice spaces. There are no specifically required resources; however, an appropriate instrument standard and a variety of quality musical repertoire is recommended.

This course requires the following facilities and equipment:

- A facility large enough to accommodate the ensemble and their equipment.
- Engineered acoustics in the room that is appropriate for music performance. This acoustical requirement is essential for the delivery of the course content as well as the health and well-being of students and teaching staff.
- Practice rooms or modules for individualized small group practice and sectionals.
- An appropriate instrument standard based on student enrollment is required.

This course has the following health and safety requirement:

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and Board policies.

Course Prerequisites

15: Instrumental Music 10

25: Instrumental Music 20 AND Band 15

35: Instrumental Music 30 AND Band 25

Sequence Introduction (formerly: Philosophy)

Engagement in music fosters the development of creative and collaborative capacities. The foundation of musical creativity and innovation is built through practice and a deep understanding of the complexity of technique, theory, and nuance involved in musical expression. Band 15-25-35 offers students the opportunity to refine and extend their musicianship through rehearsal and authentic performance experiences in a large ensemble setting.

In Band 15-25-35, students not only extend their instrumental skills, but their ability to pay attention to, interpret, and respond to fellow musicians in a participatory way. Collectively, as ensemble members, students create music that is much more than the sum of the individual instrument parts. Through the practice, performance and critical listening of repertoire, students experience many diverse cultures, historical periods and styles presented by master musicians, composers and arrangers.

Student Need (formerly: Rationale)

The ensemble nature of Band fosters creative collaboration, leadership, communication, problem-solving, self-expression, and individual responsibility. Students are encouraged to develop awareness of themselves as musicians and members of the ensemble as they take creative risks through performance.

Band 15-25-35 is intended to provide Instrumental Music 10-20-30 students with the opportunity to perform music in a large ensemble. Participation in a large musical ensemble engages students to synthesize and apply their understandings of technique and theory to a new, dynamic, and collaborative environment. The repertoire that can be performed by large ensembles is unique and allows students an authentic learning opportunity to extend their musicianship that cannot be replicated.

Through participation in the ensemble, students build confidence in their interactions with others while embracing the diverse abilities of their peers. Healthy collaborative relationships within a musical community fosters the ability for students to set and reach collective goals and build resiliency.

Scope and Sequence (formerly: Learner Outcomes)

Band 15-25-35 fosters the development of creative and collaborative competencies through active participation in large ensembles. The essential understandings focus on how the elements of music are related to communication and expression by the ensemble as a whole. The focus of each course is performance-based with outcomes that promote increased musical understanding, awareness, and interaction.

Band 15-25-35 is process-based, and the guiding questions span all course levels. The specific approaches and repertoire undertaken by students increase in difficulty as students progress, requiring more comprehensive understanding and skill. The learning outcomes of Band 15-25-35 are intended to be achieved through performance, reflection, and discussion. Overall, learning outcomes can be achieved concurrently rather than sequentially.

Guiding Questions (formerly: General Outcomes)

- 1 How can students demonstrate musical skills through rehearsal and performance of diverse repertoire?**
- 2 How can students demonstrate individual responsibility as collaborative members in an ensemble?**
- 3 How can musical performance be understood, analyzed, and appreciated?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can students demonstrate musical skills through rehearsal and performance of diverse repertoire?	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Develop, interpret, and apply technical skills from Instrumental Music 10 to a large ensemble setting.	X X
1.2 Develop, interpret, and apply technical skills from Instrumental Music 20 to a large ensemble setting.	X X
1.3 Develop, interpret, and apply technical skills from Instrumental Music 30 to a large ensemble setting.	X X
1.4 Identify musical vocabulary, concepts, and instructor directions and gestures.	X X
1.5 Respond musically to the instructor's direction and gestures.	X X
1.6 Respond musically and interpret the instructor's direction and gestures.	X X
1.7 Refine musical responses to the instructor's direction and gestures.	X
1.8 Through aural discrimination, identify appropriate adjustments to meet the goals of the ensemble.	X
1.9 Through aural discrimination, begin to adapt their musical role to meet the goals of the ensemble.	X X
1.10 Through aural discrimination, refine their musical role to meet the goals of the ensemble.	X X X
1.11 Musically express the artistic viewpoints inherent in the repertoire.	X X X
1.12 Musically interpret the artistic viewpoints inherent in the repertoire.	X X
1.13 Intuitively interpret artistic viewpoints inherent in the repertoire	X
1.14 Describe the variables associated with live performance including audience, hall, environment.	X

1.15 Respond to the variables associated with live performance including audience, hall, environment.	X X X X
1.16 Anticipate and respond to the variables associated with live performance including audience, hall, environment.	X

2 How can students demonstrate individual responsibility as collaborative members in an ensemble?	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Develop individual responsibility through personal practice routines.	X
2.2 Apply individual responsibility through personal practice routines.	X X X X
2.3 Model individual responsibility through personal practice routines.	X
2.4 Develop creative and collaborative group practice routines.	X
2.5 Apply effective creative and collaborative group practice routines.	X X X X
2.6 Model effective creative and collaborative group practice routines.	X
2.7 Develop appropriate rehearsal etiquette.	X
2.8 Apply Appropriate rehearsal etiquette.	X X
2.9 Model effective rehearsal etiquette.	X X
2.10 Lead effective rehearsals.	X

3 How can musical performance be understood, analyzed, and appreciated?	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Respond to the performance of large ensemble music from the perspective of a musician, ensemble member, and audience member.	X X X X
3.2 Explain and examine the performance of large ensemble music from the perspective of a musician, ensemble member, and audience member.	X
3.3 Analyze and critique the performance of large ensemble music from the perspective of a musician, ensemble member, and audience member.	X

3.4 Analyze, respond and share feedback to rehearsals and performances	X X X X X X
3.5 Recognize elements unique to the genre.	X
3.6 Recognize and identify elements unique to the genre.	X X
3.7 Recognize and anticipate elements unique to the genre.	X X
3.8 Synthesize and incorporate elements unique to the genre.	X
3.9 Identify various roles and career opportunities within music industry.	X
3.10 Investigate various roles and career opportunities within music industry.	X
3.11 Analyze and reflect upon various roles and career opportunities within music industry.	X

Facilities or Equipment

Facility

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A facility large enough to accommodate the ensemble and their equipment.

.
Engineered acoustics in the room that is appropriate for music performance. This acoustical requirement is essential for the delivery of the course content as well as the health and well-being of students and teaching staff.

.
Practice rooms or modules for individualized small group practice and sectionals.

Facilities:

Equipment

An appropriate instrument standard based on student enrollment is required.

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and the Board policies.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

Instrumental Music 10-20-30

Identified Overlap/Similarity

Instrumental skills are developed and refined in both Instrumental Music and Band.

Reasoning as to Why LDC Is Necessary

· Band 15-25-35 is designed as an extension of the Instrumental Music 10-20-30 courses. Individual musical skills developed in Instrumental Music are reinforced, enhanced, and applied through participation in a large ensemble. In Band 15-25-35, students develop the ability to attune to the director, collaborate with Band members, and respond to large ensemble musical performances.

Locally Developed Courses with Overlap and/or Similarity

Choir 15-25-35

Identified Overlap/Similarity

Collaborative ensemble skills are developed and refined in both Instrumental Music and Choir.

Reasoning as to Why LDC Is Necessary

· Choir 15-25-35 fosters the development the vocal instrument of the musician whereas Band fosters the musician's ability to play specific woodwind, brass, strings or percussion instruments.

Student Assessment

No identified student assessment.

Course Approval Implementation and Evaluation

