



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #33
Developed by: Shane Monkman	Date Developed: Feb. 4 th , 2020
School Name: G.W. Graham Secondary	Principal's Name: Chuck Lawson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Instrumental Survey	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

Must be currently taking Instrumental Music 12 (Concert Band 12)

Special Training, Facilities or Equipment Required:

Teacher must be a trained music educator. Facility should be a room designed for instrumental music including storage, practice rooms and cleaning equipment. A variety of musical instruments are required in order for students to be able to learn them.

Course Synopsis:

This course is designed for students who are interested in pursuing music at a post-secondary level with a focus on students who are interest in a career in music education and/or conducting. Students will have the opportunity to learn a variety of instruments, work with younger students and have the opportunity to conduct and lead an ensemble.

Goals and Rationale:

Through this course the student will be able to experience music by learning and performing on several different musical instruments. The opportunity to learn a variety of different musical instruments is not easily facilitated in other music courses. The goal of this course is also to assist and prepare students for a career in music education.

Aboriginal Worldviews and Perspectives:

Learning involves patience and time. Students will be reminded that learning a new instrument is a process and the skills they have on their main instrument have been developed over many years of study. Although there are many similarities, each instrument presents its own unique challenges.

Learning is holistic, reflexive, reflective, experiential and relational. When conducting an ensemble one must lead but also listen and react. No two performances/rehearsal are the same and the role of the conductor is to interpret what he or she is hearing, make a decision and then communicate that in real-time and within the confines of the conducting gestures. The conductor must be connected with what he or she is hearing and react accordingly.

BIG IDEAS

Growth as a musician requires perseverance, resilience and reflection.

The nuances of musical expression are understood through deeper study and performance.

Creative and technical proficiency in music is transferable across different aspects of our lives.

Purposeful choices enhance the quality, artistry and authenticity of musical processes.

Instrumental music offers aesthetic experiences that can transform our perspective.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> - In an ensemble setting, choose and perform on an instrument from the brass, woodwind and percussion families that is not directly related to their main instrument of study. - Develop appropriate musical vocabulary, skills and techniques on their chosen instrument. - Understand the role of their chosen instrument in the concert band, - Contribute to the creative processes through collaborative and independent musical study. - Receive, offer and apply constructive feedback. - Understand the role of the conductor as both the leader of the ensemble and interpreter of the musical score. - Develop a tool box of basic conducting gestures and use them effectively to portray the intentions of the music to the ensemble. - Lead ensemble through basic warm ups and rehearse the ensemble through a piece chosen by the student. - Rehearse and teach the piece of music to the ensemble. - Conduct chosen piece of music in a concert setting. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> - Playing techniques specific to the instrument(s) the student has chosen to study (minimum 1 woodwind, 1 brass and 1 percussion). - The inherent difficulties of their chosen instruments. - How to perform all musical elements on their chosen instruments (including but not limited to: tone, intonation, rhythm, articulation, dynamics, phrasing, balance and blend). - Proper care and maintenance of their chosen instrument. - Proper baton technique (how/where to hold, 4/4, 3/4 and 2/4 conducting patterns, preparatory breathe and releases). - Left hand gestures as they pertain to the intentions of the music. - How to read and interpret a musical score. Finding the melody, harmony and backgrounds, analyzing challenging areas for the ensemble and developing rehearsal techniques to address these challenges.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Music vocabulary may consist of: tone, timbre, intonation (individual and ensemble tuning), articulation/style, balance, blend, rhythm, tempo and musical terms as they pertain to the pieces we are studying.

Content – Elaborations

Conducting patterns may consist of a basic 4/4, $\frac{3}{4}$ and 2/4 pattern.

A **preparatory breathe** is the breathe a conductor will give to start a piece of music or bring in a group of instruments. This breathe along with the gesture of the baton sets the tempo, style and mood of the music.

Left handed gestures refers to using the left hand to indicate volume, cue entrances, release notes and/or indicate tempo.

Recommended Instructional Components:

This course will be taught concurrently with Band 9/10. Students in Instrumental Survey will be working with the Band 9/10 students and learning their chosen instruments with the band students. Students will be offered their choice of instruments supplied with method book and a private lesson to prepare them for the classroom.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Students will be assessed on the following:

- Performance tests on their chosen instrument and conducting.
- Leadership qualities displayed while on the podium
- Theory work/tests
- Performances
- Daily musicianship

Learning Resources:

Learning resources consists of items already at the school or purchased for Band 9/10 class.