

**RIALTO UNIFIED SCHOOL DISTRICT
CURRICULUM PROPOSAL**

Name of Course:	Band: Brass	Grade Level(s):	9-12
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Brief Course Description:
This is a sectional rehearsal class that allows for specific instruction of brass instruments such as the: trumpet, french horn, baritone, trombone and tuba which are part of the wind ensemble. Daily practice is required for success; private study is highly recommended at the teacher's discretion as supplement for this course. Jury examination may be required to receive a grade for this section. Students enrolled in the appropriate wind ensemble class; concert band, chamber quartet, or jazz orchestra is eligible for this class. This course may be repeated for credit.




Proposed By: Charlan Jackson	School: Eisenhower High School	Date: 11-27-2020
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The Following is Proposed for this Course:			
<input checked="" type="checkbox"/> Addition	<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> A – G	<input type="checkbox"/> Deletion
<input type="checkbox"/> Required Course	<input type="checkbox"/> Content	<input type="checkbox"/> Honors	<input type="checkbox"/> Name of Course
<input type="checkbox"/> Elective	<input type="checkbox"/> Name Change	<input type="checkbox"/> Career Tech. Ed.	UC "F" approval

The Following Maximum Credits are Proposed for this Course:	
10 Units of Credit in (Subject Area):	Visual and Fine Arts or in:

The Following Schools will Offer this Course:			
<input checked="" type="checkbox"/> Carter High	<input checked="" type="checkbox"/> Eisenhower High	<input checked="" type="checkbox"/> Rialto High	<input checked="" type="checkbox"/> Milor/Zupanic


The Proposed Course will have the Following Budget Implication:	
Individual School Site:	\$5000 for textbooks
District Level:	
Total Estimated Cost:	

Approval Signatures for the Proposed Course:				
Printed Name	Signature	Title	Yes/No	Date
Charlan Jackson		Submitting School Department Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Greg Anderson		Carter High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Frank Camacho		Eisenhower High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Caroline Sweeney		Rialto High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Kyla Griffin		Milor/Zupanic High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Nathaniel Robinson		District Curriculum Committee Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Patricia Chavez		Curriculum Council Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Approved by <u>VAPA</u> Curriculum Committee on (Date): <u>11/30/20</u>
Approved by Curriculum Council on (Date): _____
Approved by Rialto Unified School Board on (Date): _____
Approved by UC (or N/A) on (Date): _____

Band: Brass

Eisenhower High School (052622)

 Forwarded
awaiting submission

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Eisenhower High School (052622)	Classroom Based, Online	Brass	

Title: Band: Brass

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Music

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 9th, 10th, 11th, 12th

Course Description

Course overview:

This is a sectional rehearsal class that allows for specific instruction of Brass instruments such as Trumpet, French horn, baritone, trombone and tuba which are apart of the wind ensemble. Class time is utilized for highly specific instrumental techniques and instruction, as well as sectional rehearsal of wind ensemble literature. In each sectional technical term's such as intonation, articulation, air support, embouchure development, posture, and sight-reading skills are addressed. Other projects may include rehearsal, clinics, guest conductor seminars and performance of solo and chamber ensemble literature, written assignments involving music theory and music history, as well as examining recordings of fine symphonic, 20th century, Latin, jazz, American folk and orchestral music for analysis. Daily practice is required for success; private study is highly recommended at the teacher's discretion as supplement for this course. Jury examination may be required to receive a grade for this section. Students enrolled in the appropriate wind ensemble class; concert band, chamber quartet, or jazz orchestra is eligible for this class. This course may be repeated for credit.

Course content:

Unit 1 Music Reading Fundamentals

Music theory intervals are a vital part of understanding music, chords are built in major and minor thirds as a foundation of chords. Knowing the difference between the two is very vital and it helps when they understand it aurally or through listening to the difference. The major and minor thirds interval will help the student to further assess and understand the intervals of major, minor, augmented, and diminished. This will be covered further into the school year. The student will also encounter intervals of fourths, fifths, sixth, sevenths, and octaves in future class lessons

Unit Assignment(s):

Write a mixture of major and minor thirds on the board and have students come up one by one and write the notation symbol underneath the interval. Hand out class work sheets that that have a mixture of major and minor thirds intervals and separate the students into groups to solve the intervals.

By having each student come up to the board and write or notate a major or minor third interval. And by going over the work sheets and music example to discuss why or why not they are major or minor intervals.

Students will be able to identify within notation and aurally (by ear) the intervals of major thirds and minor thirds, and distinguish between the two within the context of musical excerpts. They will identify the intervals from work sheet examples and class exercises

Unit 2 Performance Techniques

Students will learn that their instrument is a part of their own physical body and also focus, intention, and physical appearance. Topics include identifying the muscles needed for each action, Embouchure techniques, Flexibility techniques for dexterity, choosing the proper implements for each brass instrument in various high brass & low brass applications, instrument evolution families relative to genre and culture, and instrument tuning and ranges relative to repertoire. Students will learn to read open scoring, and multiple brass instrumentation scoring. By labeling and

carefully examining each part prior to rehearsal, students are learning about the elements of the composition for every piece they learn. Terminology will include posture, intonation, articulation, implements and air control, tuning, resonance, tone production, and coordination.

☞ Unit Assignment(s):

Each student will model different brass techniques that add to the communication between audience and performer. Changes in embouchure, exaggerating in breath movements, coordinating ensemble movement all help to convey a mood and meaning to the music performance for the audience. During class time students will work on recognizing and hearing rhythmic relationships. While using techniques such as syncopation, strong vs. weak beat relationships, tempo, meter changes, key changes, phrasing, articulation and expression opportunities.

-Students will select a piece of music and work in small groups to compose and visual component to the performance and demonstrate it in class. The class will analyze the performance with and without the visual component and note all reflections in their portfolio.

-Students will practice writing in counts for each beat, and name notes found in the selection. This will allow students to reinforce their sight reading abilities and basic music theory.

-These technique's will help each student to improve and enhance their ability to communicate a stronger performance quality to the audience.

-Students will learn that their instrument is not only their instrument, but their own physical body and also focus, intention, and performance. Topics include identifying the muscles needed for each action, embouchure, techniques for different partials, choosing the proper implements for high or low brass for each instrument in various performance applications.

Unit 3 Performance Compositions

Students will perform music from a variety of musical genres and cultures, styles, and instrumentation with careful attention to the correct technique for each. Expression is always the focus and students will learn the value of proper tone production and articulation as a means of expressive communication. Students will learn to interpret musical notation into a musical performance that has the ability to reach an audience.

☞ Unit Assignment(s):

Each student will learn to demonstrate different fundamental brass technique's through warm ups and proper music notations. student will receive different levels of feed back from the teacher and fellow classmates that address effectiveness in fundamentals and the quality of music notation. Students will use the Arban Brass text book as examples proper use of fundamentals and notation.

-The students will be asked to compose 5 fundamental brass warm ups in proper music notation that demonstrates proper structure, notation, technique and instrumentation for a chosen warm up.

-Each student will compose 5 musical warm-ups and provide a rationale for each warm up. The class will play these exercises in class and critique them through peer analysis and written evaluation. Warm-ups should address proper

technique and link to specific musical issues found in the repertoire.

-Students will learn to interpret musical notation into a fundamental warm ups that has the ability to improve a musicians ability to perform. Memorization techniques will also be a part of the training.

Unit 4 Historical Connections

Students will learn various forms of music genre's through the study and performance of musical repertoire from several regions and time periods. Students will learn that instrumentation also depends on music style, composer, and instruments available at the time of composition. It is important that each student learn differences in brass performance which includes the interconnection between playing, history, and communication.

📄 Unit Assignment(s):

Students will be constantly incorporating historical and communication elements into their performance and research for the class, while observing how others use these elements to convey or expression emotion in repertoire. Students will explain and demonstrate how these various artistic aspects are used in similar and distinctive ways to work together to evoke different ornamentations from an audience.

-For every selection performed, students will be asked to write a one to two-page paper describing the piece.

-Topics covered will be genre, style, composer, cultural significance, structure, instrument selection, and specific writing techniques. Students will also reflect on their own performance of the music using the adjudication sheets discussed in class.

-The students will reflect on any related research done in class that helped them prepare for the performance.

Course Materials

Additional Information

Course Author:

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Teacher

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