



# Alvirne High School

## Academic Course Syllabus

**Course #:** 958  
**Department:** Music

**Course:** Stage Band  
**Term:** Year

**Description:**

Band is a co-requisite. Candidates for this audition only performance group should be able to accurately play, as well as sight read, on one of the following instruments: saxophone, trumpet, trombone, rhythm/lead guitar, piano, electric/string bass guitar and drum set. In this course, the performance of standard stage band literature and contemporary jazz/rock styles will be studied, rehearsed, and performed. Listening exercises and development of improvisational skills will also be included. In addition to school related performances, the Stage Band may also participate in exchange concerts, music festivals or as part of other local performances. NOTE: Participation in music courses may result in participating in activities during the school day which will cause students to miss class in other subjects. The students are responsible for all work missed as a result of these related activities. As this course is a performance course, it may be repeated for credit.

***COURSE LEVEL STANDARDS: In order for students to be considered competent in a subject, they must demonstrate proficiency in the following areas.***

**COMPETENCY 1 (40%)**  
**PERFORMANCE:**

*Perform on instruments, alone and with others  
 a varied repertoire of Jazz/Rock Music*

**COMPETENCY ASSESSMENT TOOL**  
 Performance Rubrics

Students perform with expression, technical accuracy with an understanding of their instrument in an ensemble or solo setting at a grade level 3-5 on a scale from 1-6.

**COMPETENCY 2 (20%)**  
**NOTATION:**

*Read and Notate Music*

**COMPETENCY ASSESSMENT TOOL**  
 Music reading activities (practiced & sight)  
 Aural and Transcription assignments

Students demonstrate the ability to read standard music notation. Students will develop aural and transcribing skills as well as learn jazz vocabulary.

**COMPETENCY 3 (20%)**  
**IMPROVISATION:**

*Improvising melodies, variations and accompaniments*

**COMPETENCY ASSESSMENT TOOL**  
 Music reading activities (practiced & sight)  
 Aural and Transcription assignments  
 Improvisational assignments

Students improvise rhythmic and melodic variations on given blues and pentatonic scales. Students improvise melodies over given chord progressions. Students will develop improvisational skills as well as learn jazz vocabulary.

**COMPETENCY 4 (10%)**  
**ANALYSIS:**

*Listening to, analyzing and describing music*

**COMPETENCY ASSESSMENT TOOL**  
 Ensemble critiques  
 Self and peer performance analysis

Students will analyze, describe, and evaluate musical performance.

**COMPETENCY 5 (10%)**  
**HISTORY/RELATION:**

*Understanding music in relation to history and culture*

**COMPETENCY ASSESSMENT TOOL**  
 Research paper

Students need to understand the fusion of cultures and music that made and continue to make jazz a reflection of the diversity of America.

**EMBEDDED STANDARDS:** *These are tools or mediums for demonstrating competency. They may be required/individual assignments within competency areas.*

**School Wide**

**TOOLS AND TECHNOLOGY:** While performing, tone quality is full, rich, and characteristic of the instrument. Intonation is good. The student demonstrates familiarity with the repertoire performed. The student will access assignments/information from the band web page [www.ahsmusic.org](http://www.ahsmusic.org). Students will avail themselves of the Smart Music technology either personally or through the music department midi labs. Edline is also a source for student information via technology.

**SERVICE:** Provides documented service in school/community venues.

**Effort, Participation and Intellectual Habits**

**RESPONSIBILITY:** Be prepared, respectful and attentive.  
Use time in class to work diligently.  
Participate in daily rehearsals.  
Attend all concerts.

**COLLABORATION:** Cooperate with others and follow through on fair share of tasks within the group.

**ADDITIONAL TOOLS FOR ASSESSMENT AND GRADING:**  
*Other examples of testing options (including but not limited to)*

- A. Teacher evaluation of students playing individually/within section/group
- B. Written Ensemble critique (John Collin's Writing Across the Curriculum)
- C. Audio/Video CD Tests
- D. Audience/Community Feedback
- E. Written Tests