Connecting to Other Arts, Other Disciplines, and Life – All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

The following standards are consistent with the “proficient” level of achievement as is recommended by the National Standards for Music Education. (Music Educators National Conference—1994)

BAND STUDENTS WILL…

The student will identify various roles that musicians perform, and cite representative individuals who have functioned in each role. (MI-7, National 9c)

The student will discuss ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. (MI-10, National 8c)

The student will discuss and consider the use of music and media for the future. (MI-12)
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Student Benchmarks
HIGH SCHOOL
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**Performance:** All students will apply skills and knowledge to perform in the arts.

The following standards are consistent with the “proficient” level of achievement as is recommended by the National Standards for Music Education. (Music Educators National Conference—1994)

**BAND STUDENTS WILL…**

The student will perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills. (Michigan music content standard 8, National Standard 2b,2c)

The student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 3.0-4.0, on a scale of 1 to 6. (National Standard 2a)

The student will read an instrumental score of one or more staffs. (MI-10 Music)

The student will sight read accurately and expressively, music with a moderate level of difficulty – level 2.0-3.0 on a scale of 1 to 6 (MI-11; National 5b)

The student will make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria. (MI-9 Music)

The student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. (MI-10 Music)

The student will demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements consistent with the marching band. (MI-1 Dance)

The student will identify and demonstrate longer and more complex steps and patterns from two different marching styles. (MI-2 Dance)

The student will demonstrate rhythmic acuity in marching skills. (MI-3 Dance)

The student will demonstrate projection while performing marching skills. (MI-4 Dance)

The student will demonstrate the ability to remember extended movement sequences consistent with the marching band. (MI-5 Dance)
Chelsea School District Curriculum
Student Benchmarks
HIGH SCHOOL
CONCERT BAND

Creating: All students will apply skills and knowledge to create in the arts.

The following standards are consistent with the “proficient” level of achievement as is recommended by the National Standards for Music Education. (Music Educators National Conference—1994)

BAND STUDENTS WILL...

The student will make decisions and solve musical problems that arise during the study of existing musical work, demonstrating creativity in using the elements of music for expressive effect. (MI-11, National 4a)

The student will create and perform combinations and variations of movement in broad dynamic range consistent with the marching band. (MI-1 Dance)

The student will use improvisation to generate movement for choreography consistent with the marching band. (MI-2 Dance)

The student will formulate and answer questions about how movement choices communicate musical ideas in the marching band. (MI-1 Dance)

Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others. (MI-3 Dance)

INSTRUCTIONAL RESOURCES

TITLES/SONGS
Chosen musical literature representing a variety of genres and eras. Difficulty level 3.0-4.0 on a scale of 1-6.

TEXTS/BOOKS
Excercises for Ensemble Drill
Visual Drill Charts

TEACHER RESOURCES
The New ASBDA Curriculum Guide
Conductors Anthology Vol. 1 and 2
The Norton Grove Concise Encyclopedia of Music
Michigan School Band and Orchestra Association required music list
Instrumentalist Magazine
Music Educators Journal
Various other texts and publications.

SOFTWARE
Finale—music writing software
Pyware-3D and similar marching band drill writing software.

WEB SITES
MSBOA.org
ASBDA.com
DCI.org
Other music specific sites.

EQUIPMENT/INSTRUMENTS
Professional Recordings
Recording and Playback Equipment
Specialty marching instruments.
P.A. System for outside instruction.
Video Tape/CD performance.
College/University live or video-taped performance.
Analyzing In Context: All students will analyze, describe and evaluate works of art.

The following standards are consistent with the “proficient” level of achievement as is recommended by the National Standards for Music Education. (Music Educators National Conference—1994)

BAND STUDENTS WILL…

The student will demonstrate knowledge of the technical vocabulary of music associated with music literature being studied. (National 6b)

The student will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work. (National 6c)

The student will make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria. (MI-9, National 7a)

The student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. (MI-10, National 7b)

INSTRUCTIONAL RESOURCES

TITLES/SONGS
Chosen musical literature representing a variety of genres and eras. Difficulty level 3.0-4.0 on a scale of 1-6.

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CHELSEA HIGH SCHOOL CONCERT BAND

The Chelsea High School Bands will consist of the Concert Band, and the Wind Symphony. These two ensembles will combine to form the Chelsea "Bulldog Marching Band." Other musical experiences will be encouraged and offered including: full orchestra, pep band, solo and ensemble participation, jazz study, and advanced study of music theory and history.

The Chelsea High School Concert Band will provide the student with an opportunity to review, develop, and master musical concepts and techniques learned through prior band experience. Band members will learn how to perform (in large group, small group, and solo situations) utilizing proper technical, musical, and rhythmical strategies, experience a variety of different musical styles and genres, and be exposed to the theoretical and historical aspects of instrumental wind and percussion instruments and literature at the intermediate proficiency level.

This ensemble will perform with the Wind Symphony comprising the Bulldog Marching Band, and will be responsible for performing at all home football games and various marching band shows/events. The Concert Band will perform formal concerts, at festivals, civic functions/parades, and various school events. Members of this ensemble will also have the opportunity to participate in pep-band, jazz band, and various other school musical ensembles. This course may be taken more than once.