

**Cocalico School District**  
**Year-at-a-Glance - Curriculum Overview**

**Department: Music**

**Course: Wind Ensemble I**

**Grade Level: 9-10**

**Big Ideas**

- Skills and Concepts associated with each unit are merged and embedded in every rehearsal, lesson, practice session, and performance in a spiral design: students study similar units at different grade levels in greater depth and at progressively higher levels of difficulty.

Units of Study	% of Course Time	Textbooks & Supplemental Materials	Assessments	Standards Addressed
<p><b>1. Playing</b></p> <p>a. Developmentally-appropriate scales, exercises, chorales, and etudes</p> <p>b. Developmentally-appropriate band repertoire</p> <p><b>2. Playing Technique</b></p> <p>a. Breathing</p> <p>b. Posture/playing position</p> <p>c. Tone Production</p> <p>d. Fingering/slide positions/sticking</p> <p>e. Articulation</p> <p><b>3. Interpreting Music Notation</b></p> <p>a. Sight-reading and performing a variety of scales, exercises, chorales, and etudes</p> <p>b. Musical tempo, meter, rhythmic note values</p> <p>c. Melodic and harmonic pitch and tonal relationships</p> <p>d. Expressive and dynamic symbols</p>	50%	<ul style="list-style-type: none"> <li>• SmartMusic</li> <li>• Concert literature</li> <li>• Various technique and concept textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Public Performances</li> <li>• Rehearsal Contribution</li> </ul>	<p>9.1.12.A-C</p> <p>9.1.12.G</p> <p>World Language</p> <p>12.1.A (Stage 1)</p> <p>12.1.B (Stage 1)</p>
<p><b>Performing – Rehearsing, Evaluating, Refining, &amp; Presenting</b></p> <p><b>1. Ensemble Skills</b></p> <p>a. Balance</p> <p>b. Blend</p> <p>c. Tuning</p> <p>d. Timing</p> <p>e. Phrasing</p> <p>f. Following a Conductor</p>	45%	<ul style="list-style-type: none"> <li>• SmartMusic</li> <li>• Concert literature</li> <li>• Various technique and concept textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Public Performances</li> <li>• Rehearsal Contribution</li> </ul>	<p>9.1.8.A</p> <p>9.1.12.B</p> <p>9.1.12.C</p> <p>9.1.12.G</p>

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<p><b>2. Performance</b></p> <ul style="list-style-type: none"> <li>a. Critical listening individually and in ensemble setting</li> <li>b. Technical proficiency</li> <li>c. Expressive qualities</li> <li>d. Cultural awareness and sensitivity</li> </ul>				
<p><b>Responding</b></p> <p><b>1. Selecting, Analyzing, and Describing Music</b></p> <ul style="list-style-type: none"> <li>a. Music forms</li> <li>b. Music Elements</li> <li>c. Cultural and historical influences</li> </ul> <p><b>2. Interpreting and Evaluating</b></p> <ul style="list-style-type: none"> <li>a. Quality of concert performances</li> <li>b. Composers' and performers' expressive intent</li> <li>c. Criteria for artistic performances</li> </ul>	5%	<ul style="list-style-type: none"> <li>• SmartMusic</li> <li>• Concert literature</li> <li>• Various technique and concept textbooks</li> <li>• Self and group reflection/critique</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Public Performances</li> <li>• Rehearsal Contribution</li> </ul>	<p>9.1.12.G</p> <p>9.1.12.I</p> <p>9.2.12.A-B</p> <p>9.2.12.L</p> <p>9.3.12.A-B CC</p> <p>ELA -Writing</p> <p>CC1.4.9-12.A-C</p>



**Eagle P.A.C.T. Course Connections:**

Wind Ensemble I encourages students to use problem solving skills to become self-directed and self-corrective, to communicate their thoughts through music performance and collaborate with others while rehearsing, performing and analyzing music.