

**CAREER TECHNICAL EDUCATION COURSE DESCRIPTION**

**COURSE TITLE:** Intermediate Professional Music: Concert Band  
**INDUSTRY SECTOR:** Arts, Media, and Entertainment  
**PATHWAY:** Performing Arts  
**CALPADS TITLE:** Intermediate Professional Music (Concentrator)  
**CALPADS CODE:** 7234

<b>HOURS Total</b>	<b>Classroom</b>	<b>Lab Hours</b>
<b>140</b>	<b>100</b>	<b>40</b>

<b>JOB TITLE</b>	<b>O*NET CODE</b>	<b>JOB TITLE</b>	<b>O*NET CODE</b>
Music Therapists	29-1129.02	Art, Drama and Music Teachers, Postsecondary	25-1121.00
Sound Engineering Technicians	27-4014.00	Producers and Directors	27-2012.00

**COURSE OVERVIEW:**

This course will build on foundational music theory and technical knowledge to prepare students for specific career paths in music creation, performance, or production. Students will refine skills and competencies in their particular pathway of the professional music industry. Students will explore the career options and opportunities in their particular career path.

In this course, students will build on the basics of music theory and how to implement them to create music. Students will continue playing one instrument that they learned previously in Beginning Band. Each student will play music in a group setting, duets, and solo performances. Scales are important skill that they will work on weekly to be able to understand key signatures. By the end of the class they will be able to play all scales around the circle of 5ths. They will be assessed on technique, sight-reading and ability to master skills.

**A-G APPROVAL:** Visual & Performing Arts (F) / Music

**METHODS OF INSTRUCTION:**

- Direct Instruction
- Group and individual applied projects
- Multimedia

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- Demonstration
- Field Trips
- Guest Speakers

**STUDENT EVALUATION:**

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

<b>COURSE CONTENT:</b>	
<b>UNIT 1:</b>	<b>Overview &amp; Music Scores</b>
<b>Content</b>	<p>Coursework: AME: In Unit 1, you will get an introduction into the four different career pathways under the umbrella of Arts, Media, and Entertainment.</p> <p>"OverviewThe Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector’s content development and the references that were consulted to revise the CTE standards." - CTE Pathways</p> <p>Labwork: Students will learn how read music notes on staves in treble and bass clef. They will understand how a grand staff works and how it is related to each other. They will use one clef more than the other based on the clef that their instrument uses. Students will also learn how to count rhythms and how many</p>

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	<p>beats each note gets. With in their lesson books students learn how to read notes and how to write them on the staff. When students learn to read and write music, reading as they play becomes second nature. They will learn how to read more than one staff at a time. This will be done through duets, trios and quartets. Students will be able to see all four parts so they know what the piece should sound like.</p>
<b>Standards</b>	<p><b>CTE STANDARDS:</b> B2.1 Read a full instrument or vocal score with a direct industry connection (Film score, Philharmonic score, commercial underscore).</p>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>- Bell work: AME2- Unit I: Arts, Media, and Entertainment Overview</li> <li>- Intermediate Professional Music: Unit 1: Performing Arts Pathway Overview</li> <li>- For the unit covering reading and notating music, students will attend "lab" rehearsals to complete the performance portion of the unit. As a musician, students read music every class period either playing songs from their books or concert music. Students will notate music in their books when the lesson instructs students to do so. Extra worksheets on key signature notation are used during the year to help students understand why and how key signatures are used. They will play duets, trios and quartets where they can see all staves of music. Allowing them to see all of the staves lets them work out problem areas together and see how their parts interact with each other.</li> </ul>
<b>UNIT 2:</b>	<b>Communications &amp; Sight Reading</b>
<b>Content</b>	<p>Coursework: In Unit 2, you will cover CTE Anchor Standards identified to help you learn how to communicate clearly, effectively, and with reason.</p> <p>"Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome." - CTE Pathways</p> <p>Labwork: Students will learn to sight-read music accurately. Sight-reading is a skill that students of all ages learn. It is the ability to play music</p>

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	without every playing it before. Students will learn tactics to help them sight-read. Learning how to count rhythms and visual see scale and arpeggio patterns makes sight-reading easier. Students will learn problem-solving skills so that they can assess the music before playing it. They will also learn to sight read with dynamics and add expression to their piece.
<b>STANDARDS:</b>	CTE STANDARDS: B2.4 Sight-read music accurately and expressively.
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Bell Work: AME2-Unit 2: Communications</li> <li>• Intermediate Professional Music: Unit 2: CTE Standard B1.0 &amp; B2.0</li> <li>• Students will learn to sight-read music accurately.</li> <li>• Sight-reading activities will be presented every week in lesson books or concert music.</li> <li>• After a concert is over new music is given out to sight read and see how the students have advanced. Students will have time to study the music without playing first and then sight read as a class.</li> <li>• Once they sight read they will analyze how they played and learn new sight reading tactics to try on the next sight reading activity.</li> </ul>
<b>UNIT 3:</b>	Career Planning & Musical Events
<b>Content</b>	<p>Coursework: OVERVIEW In Unit 3, you will cover CTE Anchor Standards identified to help you develop an education and career plan aligned with personal goals.</p> <p>"Career-ready individuals take personal ownership of their own educational and career goals and man-age their individual plan to attain these goals. They recognize the value of each step in the educa-tional and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work envi-ronment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans." - CTE Pathways</p> <p>Labwork:</p>

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	<p>Students will learn to listen and analyze music. Listening and analyzing music takes concentration and is something that is a good skill for students to learn. They can listen for musical elements, which include: articulations, dynamics, repeats, form, rhythm, etc. Analyzing music can be used in hearing and watching performances. Students listen to pieces of music performed by professional ensembles and describe how it sounds. They can say what made it a good performance and what they can improve on. Listening and analyzing music is a skill that helps improve individuals and ensembles.</p>
<b>STANDARDS:</b>	<p>CTE ANCHOR STANDARDS:</p> <p>B2.5 Analyze and describe significant musical events perceived and remembered in a given industry generated example.</p>
Assignments	<ul style="list-style-type: none"> <li>- Bell Work: AME2-Unit 3: Career Planning and Management</li> <li>- AME2 - Unit 4: Technology Communication</li> <li>- Intermediate Professional Music: Unit 3: CTE Standard B3.0</li> <li>- Students will learn to listen and analyze music.</li> <li>- Students will listen and watch professional ensembles perform different music and analyze what went well and what needs improving.</li> <li>- Students will also record themselves practicing in class and analyze what they did well and what needs improving.</li> <li>- They will also compare their recordings to other groups playing the same piece and describe similarities and differences.</li> </ul>
<b>UNIT 4:</b>	<b>Technology/Critical Thinking &amp; Musical Literature</b>
Content	<p>Coursework: OVERVIEW</p> <p>In Unit 4, you will get an introduction into how technology will play a role in your career. You will learn how to apply technology to enhance productivity. You will utilize critical thinking to make sense of problems and perseveres in solving them.</p> <p>"Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks." - CTE Pathways</p>

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	<p>Labwork:</p> <p>Students will learn how to produce articulations on an instrument. For wind instruments they use the tongue placement like they use when saying “ta” or “tu.” This allows the air to stop and start again allowing an audience to hear there are different notes being played. They also learn different styles of articulation such as accents, legato, tenuto, slurs, staccato, and sforzandos.</p>
<b>STANDARDS:</b>	<p>CTE ANCHOR STANDARDS:</p> <p>B5.1 Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy.</p>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>- Bell Work: AME2 - Unit 5: Problem Solving and Critical thinking</li> <li>- AME2 - Unit 6: Health and Safety</li> <li>- Intermediate Professional Music: Unit 4: CTE B4.0</li> <li>- Students will learn how to produce articulations on an instrument throughout various lessons in their books.</li> <li>- The books have assignments that identify the different articulation markings and define them.</li> <li>- Students then put their tongues to work by producing different sounds.</li> <li>- After the articulation is introduced the following songs will use the articulation so the students can practice the new technique.</li> <li>- Concert music also allows students to learn new articulations and hear what it sounds like in a group setting.</li> <li>- If the students don’t all do it as a group the song will sound different than the composer intended.</li> </ul>
<b>UNIT 5:</b>	<p>Health/Safety, Responsibility/Flexibility &amp; Multiple Parts in Written Music</p>
<b>Content</b>	<p>Coursework:</p> <p>You will practice personal health and understand financial literacy.</p> <p>"Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success." - CTE Pathways</p>

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	<p>You will begin to learn how to act as a responsible citizen in the workplace and the community.</p> <p>"Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good." - CTE Pathways</p> <p>Labwork: Students will learn about small ensemble groupings, music and professional performing groups. Then students will pick a small ensemble piece, prepare it, and play it for the class. Small ensembles allow students to problem solve and hear harmonies in a different way than when they play in a large group. Students will prepare their individual part so that they are prepared to play with their ensemble.</p>
<b>STANDARDS:</b>	<p>CTE ANCHOR STANDARDS: B5.2 Sing or play music written in multiple parts, individually or with a group</p>
Assignments	<ul style="list-style-type: none"> <li>- Students will be pick an ensemble to be a part of. They need to research what piece they want to play and pick a group of musicians to play it with. There are a lot of pieces composed for woodwind quartets and quintets, brass quartets and quintets, and string quartets.</li> <li>- Students will rehearse with their groups to prepare for an in-class concert.</li> </ul>
<b>UNIT 6:</b>	<b>Ethics &amp; Composing</b>
Content	<p>Coursework: In Unit 6, you will get an introduction to model integrity, ethical leadership, and effective management.</p> <p>"Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact</p>

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	<p>the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture." - CTE Pathways</p> <p>Labwork: Students will compose music using musical elements for expressive effect. Composing starts with the basics of music theory and knowledge of melodies and harmonies. Music elements include: notes, rhythms, form, dynamics, tempo, time signature, key signature, etc. Students will use their knowledge to compose a piece of music for an instrument with musical expression.</p>
<b>STANDARDS:</b>	<p>CTE Standards: B5.6 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments using appropriate ranges and traditional and nontraditional sound sources</p>
Assignments	<ol style="list-style-type: none"> <li>1. Bell Work: AME2 - Unit 8: Ethics and Legal Responsibilities</li> <li>2. Intermediate Professional Music: Unit 6: BTE B6.0</li> <li>3. Students will compose of piece of music for an instrument using music elements. They will start out with lessons reviewing tonal centers, chord progressions and composition tactics. Students will start out by writing a melody. Once they like their melody they will add dynamics, articulations, and tempo. The last task would be to add chords to the melody as an accompaniment figure. Students will perform their pieces for each other in class.</li> </ol>
<b>UNIT 7:</b>	<p>Leadership/Teamwork &amp; Music Improvisation</p>
Content	<p>Coursework: you will begin to learn how to work productively in teams while integrating cultural and global competence.</p> <p>"Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members." - CTE Pathways</p> <p>Labwork:</p>



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	<p>Students will learn to improvise original melodies over given chord progressions. They will understand the basics of chord theory and what notes to play over a specific chord. Chord progressions will start easy with four chords and then progress to six or eight chords. Students will also learn the Roman Numeral numbering system for chords in any specific key.</p>
<b>STANDARDS:</b>	<p>CTE ANCHOR STANDARDS: B5.7 Create melodic and rhythmic improvisations in a style or genre within a musical culture (gamelan, jazz, and mariachi).</p>
<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Bell Work: AME2 - Unit 9: Leadership and Teamwork</li> <li>2. Intermediate Profession Music Unit 7: BTE B7.0</li> <li>3. Students will improvise original melodies while the rest of the ensemble plays the chord progressions. In class students will learn how chord progressions work and the notes involved in a chord. From this knowledge they will apply music theory to improvising a melody. Improvising will be done in a class setting so that students can listen to each other and make up melodies based on what they hear.</li> </ol>
<b>UNIT 8:</b>	<b>Technical Knowledge &amp; Cultural Music Literacy</b>
<b>Content</b>	<p>Coursework: You will begin to demonstrate creativity, innovation, knowledge, and technical skill within your arts conservatory.</p> <p>"Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices."</p> <p>Labwork: Students will perform music from various cultures and time periods. Lesson book songs introduce music history about different songs and composers. Some of the book songs are folk songs from England, Mexico, Israel, Asia, and Ireland. The concert music performed in class is also culturally diverse. Music that is played comes from all different time periods or is influenced by a period of music.</p>
<b>STANDARDS:</b>	CTE Standards:

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	B5.1 Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy.
Assignments	<ol style="list-style-type: none"> <li>1. Bell Work: AME2 - Unit 10: Technical Knowledge and Skills</li> <li>2. Intermediate Professional Music: Unit 8: BTE B8.0</li> <li>3. Students will perform music from various cultures and time periods. Lesson book songs introduce music history about different songs and composers. Some of the book songs are folk songs from England, Mexico, Israel, Asia, and Ireland. The concert music performed in class is also culturally diverse. Music that is played comes from all different time periods or is influenced by a period of music.</li> </ol>
<b>UNIT 9:</b>	<b>Deconstructing Music / Career Readiness</b>
Content	<p>Coursework: You will create a beginner level professional website to employ valid and reliable research strategies.</p> <p>"Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices." - CTE Pathway</p> <p>Labwork: Students will evaluate a performance, composition, arrangement, or improvisations by comparing each with an exemplary model. Throughout the school year students will be recorded performing pieces and arrangements. They will listen to that recording and compare it to a recording performed or recorded by professionals. They will evaluate what they heard and how they can improve for future concerts.</p>
<b>UNIT 9:</b>	<p>CTE Standards:</p> <p>B1.7 Deconstruct formal and informal (improvisational) performances of theater, dance, and music, both live and electronic, and evaluate using appropriate artistic vocabulary.</p> <p>B2.5 Analyze and describe significant musical events perceived and remembered in a given industry generated example.</p>
Assignments	<ol style="list-style-type: none"> <li>1. Bell Work: AME2 - Unit 11: FINAL PROJECT: Demonstration and Application</li> <li>2. Intermediate Music: Unit 9: BTE 9.0</li> </ol>

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	<p>3. Students will evaluate their performances in class. As a class they will listen to their concert performance and compare it to a professional recording. They will discuss tempo, articulation, timing, dynamics and other musical elements they noticed. While listening to professional recordings they will compare the tone quality they produce. Listening and learning how to produce a good tone is critical to ensemble blend and balance. Having students evaluate and listen to themselves is a great learning tool.</p>
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