



Course Description

A. COVER PAGE

1. Course Title Marching Band PE	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input checked="" type="checkbox"/> Visual & Performing Arts (for 2003) <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Physical Education
2. Transcript Title / Abbreviation Marching Bnd PE	
3. Transcript Course Code / Number GF481 / GS481	
4. School Monrovia High School	
5. District Monrovia Unified School District	
6. City Monrovia, CA	10. Grade Level(s) 9-12
7. School / District Web Site www.monroviaschools.net	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Contact Name: Fil Lujan Title/Position: Associate Principal Phone: (626) 471-2879 Fax: (626) 471-2810 E-mail: flujan@monroviaschools.net	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
	13. Date of School Board Approval 8-12-2020
14. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list? _____ Under what course title? _____	
15. Is this course modeled after an UC-approved course from another school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school(s)? Bonita High School	
16. Pre-Requisites Audition or Permission of Director and mandatory summer two week rehearsal	
17. Co-Requisites N/A	
18. Brief Course Description - The Marching Band PE Course studies and performs the standard Marching and Symphonic Band repertoire. The goals of the course are: Develop musical talent to its fullest potential, Experience music as a part of an ensemble, as well as an individual, Learn to listen to ensemble sounds and evaluate what factors make the musical sounds complete, Learn to use music as a way of expressing feelings and emotions, maintain good physical fitness, develop marching fundamentals, develop self-confidence and discipline. Administration of state Physical Fitness Gram. Participate in a group activity that results in personal enjoyment and pride. Previous ensemble experience and an audition are required.	

B. COURSE CONTENT

19. Course Goals and/or Major Student Outcomes

The objectives of this course merges the representative objectives of physical education with those of marching band and provides instruction in four of the eight physical education content areas to satisfy either Physical Education course I as a 9th grade student or as 10th-12th grade students in course II of Physical Education.

The Marching Band PE Course studies and performs the standard Marching and Symphonic Band repertoire. The goals of the course are:

- Develop musical talent to its fullest potential, experience music as a part of an ensemble, as well as an individual, Learn to listen to ensemble sounds and evaluate what factors make the musical sounds complete.
- Learn to use music as a way of expressing feelings and emotions.
- Maintain good physical fitness.
- Develop marching fundamentals.
- Develop self-confidence and discipline.
- Participate in a group activity that results in personal enjoyment and pride.

Year I:

- Combine, apply and demonstrate proficient movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.
- Explain the interrelations among physical, emotional, cognitive, and scientific factors that affect performance.
- Demonstrate knowledge of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- Analyze and explain which training and conditional practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
- Participate in moderate to vigorous physical activity at least 4 days each week (60%-80 of their max. heart rate).
- Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- Meet health-related fitness standards established by the State mandated fitness test.
- Use physical fitness test results to set and adjust goals to improve fitness. Develop and implement a one-month personal physical fitness plan.
- Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- Explain the role of physical activity in the prevention of disease and reduction of health-care costs.
- Identify and evaluate personal psychological response to physical activities.
- Explain the inherent risks associated with physical activity in extreme environments (i.e. environment, weight room, and other facilities).
- Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- Complete one written assignment per quarter.

Year II

- Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.
- Explain and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combatives, gymnastics/tumbling, and team activities.
- Explain, apply, and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition to achieve advanced performance in combatives, gymnastics/tumbling, and team activities.

- Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.
- Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness.
- Evaluate and refine personal goals to improve performance in physical activities.
- Complete one written assignment per quarter.

20. Course Objectives / Outline

In class, students will improvise over a chord progression and/or improvise a variation to a set melody and compose simple melodies set to a given harmony.

Instrumental Technique

Through the rehearsal of standard instrumental repertoire and daily exercises, students will learn and practice the concepts of sound production, pitch, blend, balance, appropriate tone, articulation, intonation, breath support and interpretation.

Sight-reading and rhythm development

Students will practice music reading skills and rhythmic development through the use of several daily warm-ups as well as sight reading texts. Students will demonstrate their understanding of written notation through group and individual performance and assessment.

Music History and Cultural Appreciation

Through the rehearsal and performance of the standard repertoire, students will learn a wide variety of literature from many historical periods as well as cultural backgrounds. The repertoire will draw from all major periods of music history, including Medieval, Renaissance, Classical, Romantic and 20th/21st century. The repertoire will also draw from a variety of musical styles, including classical, popular, and multi-cultural. The specific repertoire will change each year, but will continue to accommodate music from the major historical periods as well as major musical styles.

Performance

The Marching Band will perform at football games, field show competitions, and throughout the fall. In the winter and spring, the Symphonic Band will give public performances as well as attend at least one adjudicated festival and/or competition. Each performance will feature a different set of repertoire. The marching music focuses on contemporary marching music as well as marches, blues and rock influenced songs. The Symphonic Band concerts/competitions will focus on standard band repertoire including music from a variety of cultures and styles: marches, ballads, opera, classical, romantic, film, Latin, swing, pop and 20th and 21st Century Concert Band Music

Aesthetic Valuing

The Marching Band will analyze and make critical assessments of various audio examples provided in class covering a wide variety of timbres and textures. They will listen to recorded performances by professional ensembles, as well as recordings of their own performance. They will also analyze live performances by other ensembles with similar instrumentation and evaluate those performances in discussions and through written assignments.

Marching Technique

Students will develop skills in stretching, cardio-vascular exercise and a variety of marching and dance techniques including posture, breathing, upper and lower body control, straight legged vs. bent legged marching, parade marching, ranks, files, covers, slides, field position, field markings, field commands, 1st position, 2nd position, plié, open, closed position, etc.

Effects of Movement on Dynamic Health

Students will learn to analyze the effects of all movement activities on the health of the body, in the following areas: aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.

Students must perform the following activities: Push-ups, Curl-ups, Sit and reach, Trunk lift, PACER/Mile run. This unit needs to be threaded through all units in physical education.

Mechanics of Movement

The major emphasis of this unit is the applied anatomy and physics of movement in the human body. Students will learn about the proper movements of human body, as well as the contraindicated movements. The movements should include: throwing, catching, locomotion, non-locomotion, jogging, sprinting, striking with the hand or foot, striking with an implement, spin rotation, movement in water, and explain, apply and evaluate the appropriate use of biomechanical principles of leverage, force, inertia, rotary motion, and opposition.

Individual and Dual Activities

Individual and dual sports include all games and activities in which a person participates alone, with one opponent, or with a partner and pair of opponents. Examples include: badminton, tennis, orienteering, golf, swimming, weight training and track and field. Contemporary games to include: Ultimate Frisbee, Aerobic Kickball, Capture the Flag, and House Ball.

Gymnastics/tumbling

The major emphasis of this course is to enable students to develop and refine the basic stunts and tumbling skills of gymnastics. Skills learned in this unit should include fundamental tumbling, free exercise, strength and balance stunts, safety rules and spotting; equipment care and placement; warm-up exercises and body conditioning.

Team Activities

The major emphasis of this unit is to offer students opportunities to participate in various team activities in order to determine their interest in a variety of team activities and their effects on the five areas of fitness. Examples include: Basketball, Soccer, Softball, Team Handball, Flag Football and Volleyball.

22. Texts & Supplemental Instructional Materials

Various musical arrangements.

Text: Habits of a Successful Musician, by S. Rush & R. Moon; GIA Publications, Inc.

Music Instruments

Various Band/Pagantry equipment pieces

Sports equipment

Weight room equipment

Fitness testing equipment

23. Key Assignments

The following are examples of skills students will demonstrate by the end of the course:

Individual performance of a variety of scales, focusing on major, minor, whole-tone and chromatic.

Individual performance of musical excerpts focusing on a particular skill or musical concept, i.e. rhythm, dynamics, articulation, range, tempo, style, tone, etc.

Rhythmic and melodic dictation wherein a rhythm or melody is played on the piano and the student writes down what he/she hears on a white board or manuscript paper.

Ear-training wherein a student is played a series of intervals which would include 3 – 7 notes and be asked to play them back on their instrument.

Composition of a simple melody set to a harmonic progression.

Written report on cultural and/or historical significance of selected works in the student's repertoire.

Several public performances of the standard band repertoire.

Listen to these performance and offer an analysis of the performance. Also, listen to other ensembles who are performing on the same concert and offer analyses of these performances, comparing them to their own.

Individual performance of marching techniques

Individual performance will be used to evaluate each student's progress. Students are responsible for playing individually scales, sight-reading exercises, and excerpts from larger prepared works.

Assessment will be done verbally, through the use of a rubric, and through written comments.

Public performance will be used to evaluate the work of the group as a whole. Each concert will be recorded on audio as well as video and will then be played back in class for discussion. This will be followed up by a written analysis of the performance.

Festival performance and/or competitions will be used to evaluate the work of the group as well as the teacher. An outside judge or judges will listen to, and evaluate the ensemble, focusing not only on areas that need improving (and ideas of how to attain these goals), but also areas in which the band and teacher have excelled. During the festival, the students will have an opportunity to hear other bands of similar instrumentation and ability. This will be followed up by class discussion and written analysis of all performances heard.

Each student will offer written critical analysis to evaluate their knowledge of instrumental techniques as heard during live and recorded performances.

Written research will be required to assess student's understanding of the historical and cultural context of the repertoire.

Students will learn to read an instrumental score composed for standard band instrumentation. They will be able to locate, analyze, and describe various elements and notations utilized in the score.

Through the practice of musical dictation, students will transcribe simple melodies by ear to music paper.

Students will learn to sight-read music through rhythm studies and daily practice

Students will compose their own melodies set to a simple harmony

Students will learn to recognize and analyze the markings for expression (dynamics and articulation) through the rehearsal of band repertoire. The rehearsal process will also include the study of a work's form, style and historical and cultural significance.

24. Instructional Methods/Strategies and Assessment Methods

The teacher utilizes direct instruction by demonstrating proper instrumental technique on a regular basis. Whether it be warm-ups, playing scales, sight-singing or music preparation, the teacher models and explains the techniques required for the students to be successful. Direct instruction is followed regularly by guided practice and assessment. During the rehearsal process, the students practice short sections, working on a specific area that proves to be challenging. The teacher is involved in this process by listening and then making corrections and suggestions. Assessments are given regularly to provide feedback.

Students will rehearse study and perform music from a variety of historical periods and cultures. Students will study the history of these works, including their composers and original performers. Students will demonstrate their understanding of cultural and historical background behind the music through in class discussions and written assignments.

C. HONORS/AP COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

N/A

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)