

## Introduction

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*Ensemble Performance* is a performance-based course designed to give students the opportunity to participate in and derive educational experiences from a conventional musical ensemble - choir, band, or orchestra. This course description provides specific goals and objectives for each type of ensemble.

*Ensemble Performance* is divided into three levels (1105, 2105, 3105) for each musical ensemble. Students enrolled in all three levels will meet together at the same time. *Ensemble Performance* is designed as a spiral curriculum in which musical concepts are revisited as technical skills are refined. Accordingly, *Ensemble Performance 1105* is a pre-requisite for *Ensemble Performance 2105* and *Ensemble Performance 2105* is a pre-requisite for *Ensemble Performance 3105*. The three levels of the course are progressive for the individual student through the introduction of new and varied repertoire each year. Thus, the musical and technical demands are always different. Through this ensemble experience, large numbers of students are accommodated, generating an active, musically literate society.

The development of musical understandings and skills requires time and continuity. New repertoire is introduced each year to address the needs and capabilities of the students involved. The performers encounter new challenges with new repertoire in each level. Over the course of three years, students have the opportunity to be exposed to many different styles of music and to be involved in music making at various degrees and levels.

By studying new works of music each year, students learn to perform music more easily, more quickly, and more accurately; they gain greater independence in performing music; they develop a better understanding of music and musical performance through the synthesis and transfer of learning; and they acquire a greater awareness of the value of music as a mode of human expression.

As skills develop, students will take on different roles and assume more responsibility within the ensemble. Each year their contribution to the group is increased. They may perform more difficult parts, become sectional leaders, or engage in peer tutoring. The individual's function changes each year as students move from followers to leaders within the ensemble.

*Ensemble Performance* does not preclude participation in other musical organizations in the school music program such as jazz band, chamber choir, stage band, show choir, etc. These ensembles are clearly different from the *Ensemble Performance* groups. These types of ensembles should exist within the school music program as co-curricular to this core course.