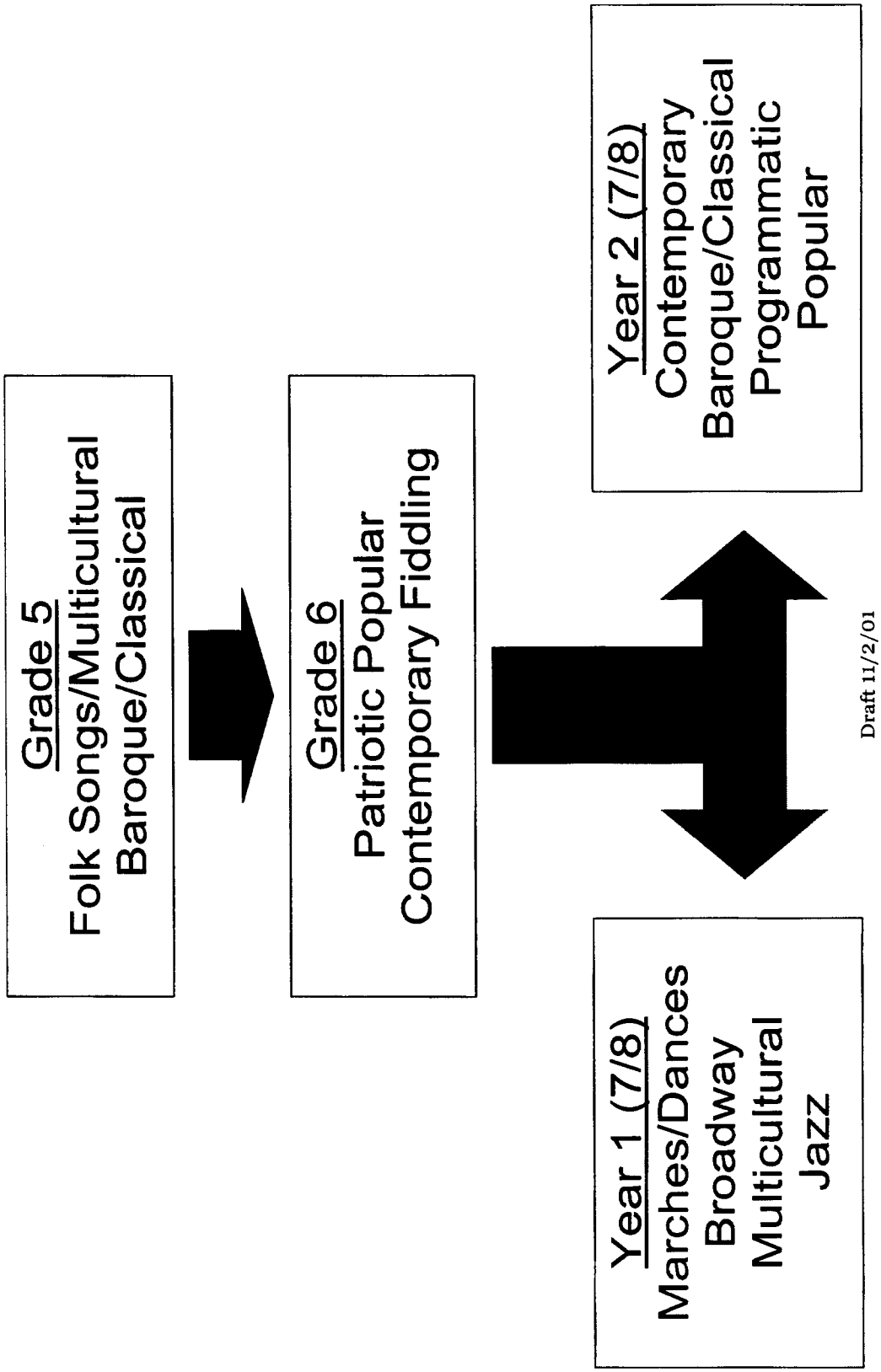
APPENDIX K

SAMPLE MUSIC ENSEMBLE REPERTOIRE CYCLE AND LITERATURE LIST

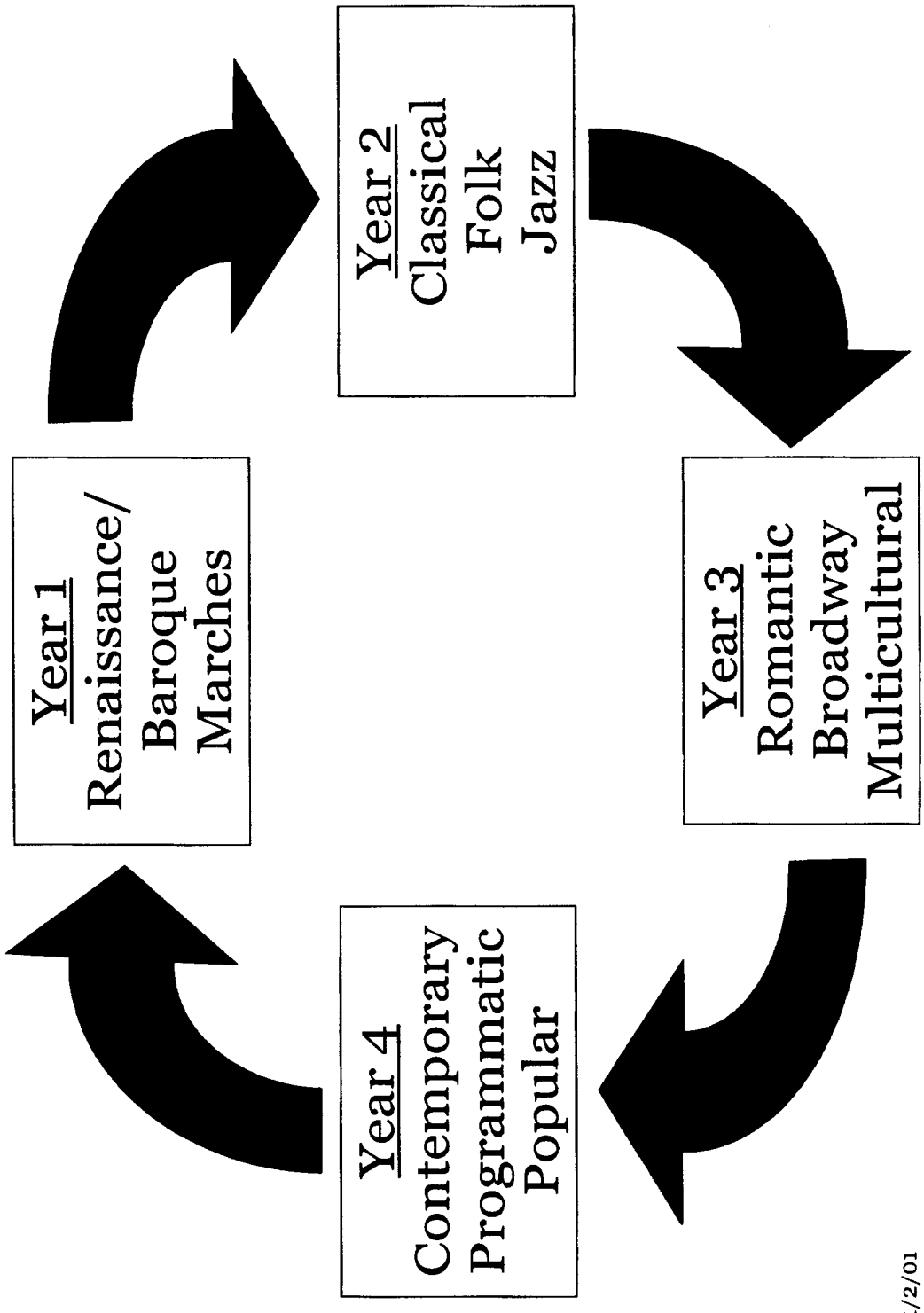
Region 15 Middle School Instrumental Repertoire Cycle
Region 15 High School Band And Orchestra Repertoire Cycle
Region 15 Middle School And High School Chorus Repertoire Cycle
East Hartford Band Cycle For Style/Genres, Grades 5 – 12

Region 15 Music Department
MS Instrumental Repertoire Cycle



Draft 11/2/01

Region 15 Music Department
HS Band and Orchestra Repertoire Cycle



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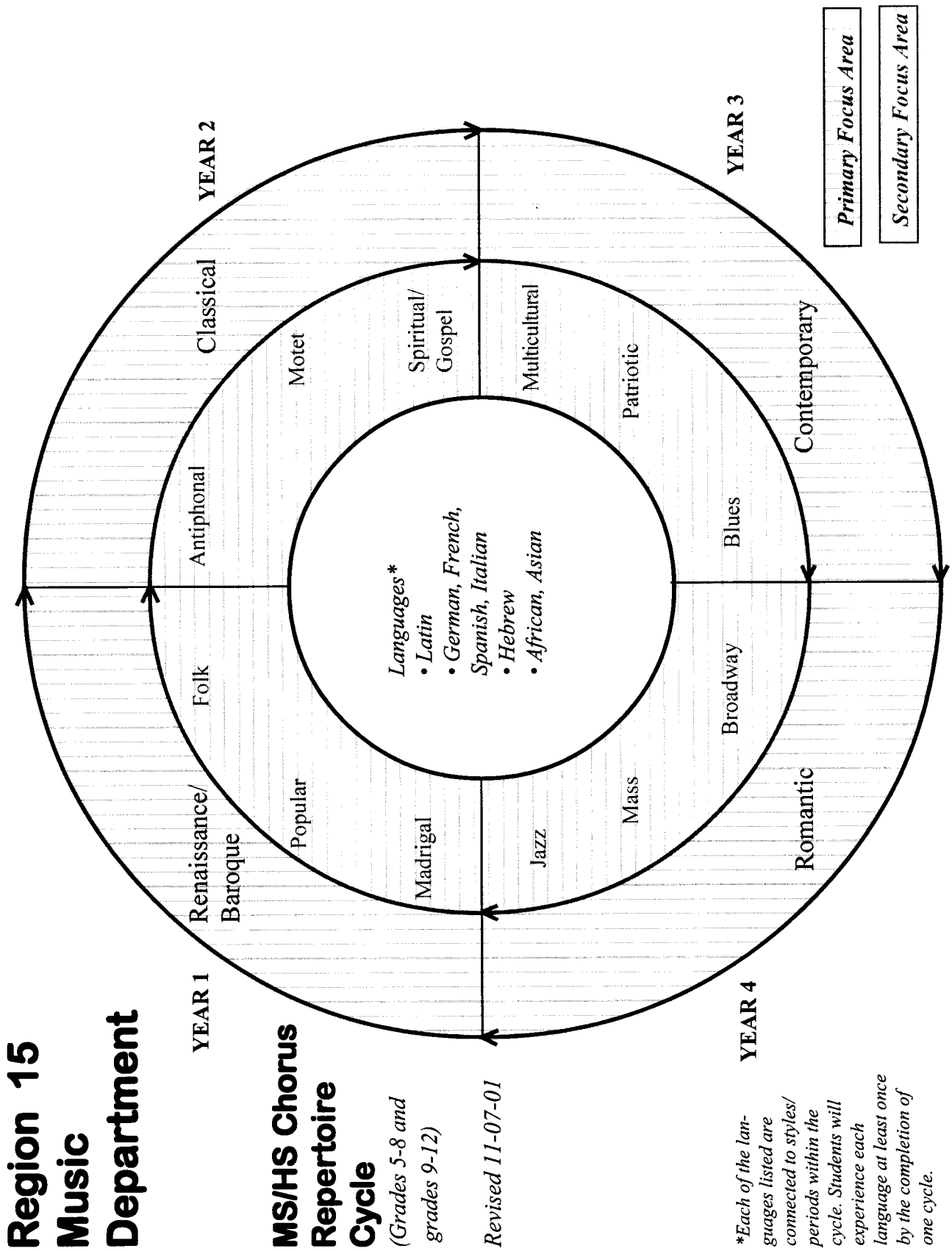
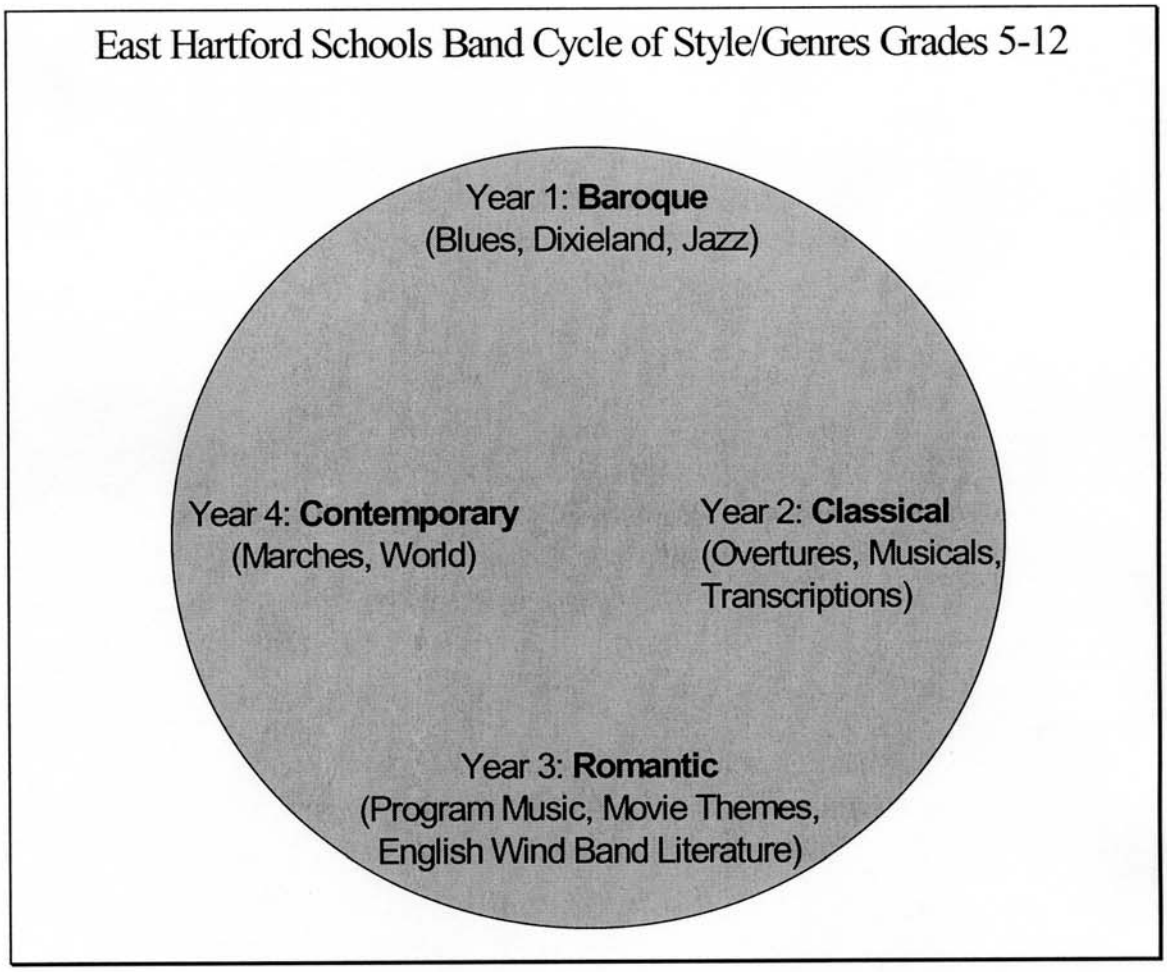

Region 15
Music
Department
MS/HS Chorus
Repertoire
Cycle
(Grades 5-8 and grades 9-12)
Revised 11-07-01
YEAR 1
YEAR 2
YEAR 3
YEAR 4
Renaissance/
Baroque
Folk
Antiphonal
Classical
Popular
Motet
Madrigal
Spiritual/
Gospel
Jazz
Multicultural
Mass
Patriotic
Broadway
Blues
Romantic
Contemporary
Languages*
• Latin
• German, French, Spanish, Italian
• Hebrew
• African, Asian
Primary Focus Area
Secondary Focus Area
*Each of the languages listed are connected to styles/ periods within the cycle. Students will experience each language at least once by the completion of one cycle.



East Hartford students enter the above wind band style/genre cycle when they begin instrumental study in grade five, and repeat the cycle at a higher level of sophistication beginning in the ninth grade.

This cycle indicates in bold letters the **primary style/genre focus** for each of the four years, and lists in parentheses the secondary styles/genres of literature that will also be studied.

Students will study a variety of quality literature selected by the music teachers to develop their understanding of each of the primary focus areas. They will study each secondary style/genre through one in-depth study unit built around a selected work.

Music Model Curriculum Project
East Hartford Public Schools
Middle School Band Literature

Title	Composer/Arranger	Publisher	Style	Level	Standards Connection
Anasazi	Edmondson	Queenwood	World	1	2,3, 5,6,8,9

Description: Study of Anasazi Indians from Mexico; possible interdisciplinary links; possible development of variations on the melody.

Hotaru Koi	Nancy Fairchild	Presser	World	½	2,3,5,6,8,9

Description: Study of Japanese folksong and culture; possible interdisciplinary links studying haiku; possible development of variations on the melody.

African Folk Trilogy	Ann McGinty	Queenwood	World	1	2,5,6,8,9

Description: Based on three authentic African children songs with integral percussion part.

Irish Tune from County Derry	arr. Cook	Belwin Mills	World	1	2,5,6,8,9

Description: Based on traditional Irish melody Danny Boy with trumpet solo; opportunities to listen to and analyze several different variations of this popular song.

Cajun Folk Suites	Tichele	Manhattan Beach	World/Com	3	2,3,6,8,9

Description: Authentic treatment of traditional Cajun folk songs. Students have the opportunity to create rhtythmic accompaniment or embellish the traditional folk melody.

Fantasia on Dargason	Holst; arr. Story	Belwin	Theme/Var Contemporary	2 ½	2,5,6,9

Description: Based on Holst Second Suite; uses Dargason and Greensleeves; study of two folk songs;6/8 combined with ¾. Students can listen to and analyze original version to make comparisons. (Fennell version)

Chorale and Variation	Anne McGinty	Queenwood	Theme/Var	2	2,3,6,9,

Description: This piece provides students with the opportunity to develop independent and ensemble skills while experiencing a quality Bach transcription of a 15th century Latin hymn. Students can list methods of varying the melody and create their own variation.

American Verses	T. Broege	Manhattan Beach	Theme.Var Contemporary	3	1,2,3,4,6,9

Description: "America the Beautiful" is transplanted into a contemporary setting in each variation. Students are provided with the opportunity to sing the familiar melody, observe variations, embellish melodies, or rhythmic and harmonic accompaniment.

Hoosier Suite	Robert Smith	Belwin	Suite Contemporary	2 ½	2,5,6,

Description: Based on a collection of three dance-like forms. Analyze stylistic changes; fast-slow-fast movements.

Rondo for Band	Richard Saucedo	Hal Leonard	Rondo	1 ½	2, 5, 6

Description: Good piece to teach rondo form.

Reggae Variations	Victor Lopez	Pepper	World/ Var.	1	2, 5, 3,6

Description: Students can improvise melodies in the reggae style over the reoccurring chord patterns; can also be used to improvise percussion parts.

Three Ayres from Gloucester	H.M.Stuart	Shawnee Press	World/Rom	3	2,3,6,9

Description: Written in early English folk song tradition.

Firebird Suite Excerpts	Stravinsky/ arr. Bocook	Hal Leonard	Dance Contemporary	2 ½	2, 5, 6, 8

Description: Students can study ballet form while studying the 20th century music.

Nimrod (Enigma Variations)	Elgar/ arr. Bocook	Pepper	Theme/Var. Romantic	2 ½	2, 5, 6

Description: Good selection to analyze the form.

Festive Overture	Bocook	Jensen	Contemporary	2	2,5,6,7
Air for Band	F.Erickson	Bourne	Contemporary	2	2,5,6,7,9
Lantern In the Window	R.Sheldon	Barnhouse	Contemporary	2	2,5,6,7,8,9
Crown Point	Hale	TRN	Contemporary	2	2,5,6,7
Everest	DelBorgo	Carl Fisher	Contemporary	2 ½	2,5,6,7,8
1812 Overture	Balent	Warner Bros.	Romantic	2	2,5,6,7,8,9
Great Gate of Kiev	arr. Eymann	Belwin Mills	Romantic	2	2,5,6,7,8,9
Thus Spake Z	D.Thomas	Pepper	Romantic	2	2,5,6,7,8,9
Beethoven's 5th	Holcomb	Midway Band	Classical	2	2,5,6,7,9
Eine Kleine Nachmusick	Dietemyer	Kendor	Classical	2	2,5,6,7,9
Renaissance Suite	arr. Curnow	Hal Leonard	Pre-Baroque	3	2,3,6,8,9

Description: This piece is based on three 16th century dances by Susato. Students can learn about typical Renaissance dance forms, thus connecting to the style, tempo, form, and intent of the music.

Selections from Capriol Suite	Longfield	Hal Leonard	Pre-Baroque	2	2,6,8,9

Description: Based on a suite of six Renaissance dances. Students can learn about typical Renaissance dance forms connecting the style, form and intent of the music.

Prelude and Fugue in Bbm	Bach/Moehlmann	Warner Bros.	Baroque	3	2,4,6,9

Description: This piece is challenging and provides students the opportunity to develop skills in performing the counterpoint of Bach. Based on analysis of the fugue form, students can identify and arrange additional variations.

Sleepers Awake	Bach/Eymann	Winn Pub. Series	Baroque	2	1,2,5,6,7,9
Jesu Joy of Man's	Bach/Ployhar	Winn Pub. Series	Baroque	2	1,2,5,6,7,9
Pachebel's Canon	Pachebel/Balent	Warner Bros.	Baroque	2	2,3,5,6,7,9

East Hartford Public Schools

MODEL CURRICULUM PROJECT

High School Repertoire Cycle Literature List

I. Marches

II. English

III. Overtures

IV. Folk Songs

MARCHES

Marches are the first original band music, and are therefore an important component of any instrumental curriculum. Marches offer the opportunity to address Content Standards: 1, 2, 5, 6, 7, 8 and 9. Marches provide an opportunity to study the march form and its development over the past century. Students can analyze the form and use the form to develop their own compositions.

- Commando March, by Samuel Barber/Curnow; Medium Easy
- Thunder and Blazes, by Julius Focik/Holcombe; Medium
- Aguero, by Jose Franco/Foster; Medium
  (A Spanish March)
- Valdres, by Johannes Hanssen/Curnow; Medium Easy
  (A simplified treatment of this work)
- Stars and Stripes Forever by John Phillip Sousa; Medium Advanced
- Emblem of Unity by J.J. Richards/Swearingen; Medium
- The Sinfonians by Clifton Williams; Medium Advanced
- The Belle of Chicago by J. P. Sousa/Byrne; Medium
- The Melody Shop by Karl/Glover

ENGLISH WIND BAND LITERATURE

English Music provides the opportunity to address Content Standards: 1, 2, 5, 6, 7, 8, and 9. Melodies tend to be cantabile, providing opportunities to develop a singing style on many beautiful themes. Additionally, there these pieces offer great opportunities to work on solo/soli and tutti. Many outstanding bands have recorded these pieces, offering excellent listening and analyzing opportunities for students using varied performances and interpretations. Harmonies tend to be complex, which affors a great opportunity to discuss harmony and form. The study of England's music and composers lends itself to addressing content standard 9.

- English Folk Songs Suite by Ralph Vaughan Williams
- Flourish for Wind Band by Vaughn Williams; Medium Easy
- First Suite in Eb by Gustav Holst; Medium Advanced
- My Robin is to the Greenwood Gone, Percy Grainger/Fred Sturm; Medium
- First Suite in F by Gustav Holst; Medium Advanced
- Marching Song by Gustav Holst; Medium
- Toccata Marziale by Vaughan Williams; Medium
- Hammersmith by Gustav Holst; Medium
- Children's March by Percy Grainger; Medium
- Irish Tune from County Derry by Percy Grainger; Medium Advanced

OVERTURES

The "overture" genre lends itself to discussions of historical context, which can lead into the study of opera overtures and instrumental overtures. Most concert band overtures tend to be one-movement overtures. The most characteristic overtures are works that were inspired by history, nature, literature, etc.

Content Standards 1,2,5,6,7, and 9 can all be addressed easily through the study of Overtures.

- Summer Dances by Brian Balmages; Medium
  Energetic piece filled with very vibrant rhythms. The piece is surrounded by 6/8 time with a slow middle that is light in texture – not as driving as the other outside sections.
- Overture in Eb by Charles Carter; Medium
- Dedication Overture by Vittorio Giannini; Medium
- Fanfare and Flourishes by James Curnow; Medium
- American Civil War Fantasy by J. Bilik; Medium Advanced
  Content Standards: 1,2,5,6,7, and 9
- Pageant by Vincent Persichetti; Medium Advanced
  Content Standards: 1,2,5,6,7
- River of Life by Steven Reineck; Medium
  Content Standards: 1,2,5,6,7
- Overture to a New Beginning by Douglas Wagner; Medium Easy
  Ternary Form using mixed meters and syncopation. The middle section is followed by a percussion interlude before the return of Theme A. Content Standards: 1,2,5,6,7
- Overture 1812 by Peter Tchaikovsky/Kimural Medium Advanced
  Content Standards: 1,2,5,6,7,8,9
- Blue Lake by John Barnes Chance; Medium Advanced
  Content Standards: 1,2,5,6,7,8
- Seagate Overture by James Swearingen; Medium
  Content Standards: 1,2,5,6,7, and 8

FOLK SONGS

Folk Songs provide the opportunity to study world cultures, as well as addressing content standards 1, 2, 5, 6, 7, 8 and 9. Folk Songs are cantabile and often have lyrics. Students can learn to sing the songs, which aids in musical development while helping students learn the cultural context of the music. Folk Songs tend to be less complex in harmony, so they also can be analyzed quite easily.

- Sea Songs by Vaughan Williams; Medium
  English sea songs
- Variations of a Korean Folk Song by John Barnes Chance
- Chorale and Shake Dance by J. Zdleclik
- American River songs by Pierre LaPlante; medium
  featuring: Down the River; Shenandoah; The Glendy Burk and a Creole Bamboula Tune
- Irish Tune from County Derry and Shephard's Hey by Percy Grainger
- Cajun Folk Song by Frank Tichelli; Medium
  Featuring: La Belle Et Le Capitaine and Belle
- Shenandoah by Frank Tichelli; Medium
- Folk Dances by D. Shostakovich/Reynolds; Medium
- American Folk Rhapsody No. 1 by Clare Grundman; Medium
  Including: My Little Mohee, Shantyman's Life, Sourwood Mountain and Sweet Betsy from Pike
- Amazing Grace by Frank Tichelli; Medium
- Greensleeves by Alfred Reed; Medium
- The New American Folk Rhapsody by Ellio Del Borgo; Medium
  Featuring: Sweet Betsy from Pike and Skip to My Lou
- West Highlands Sojurn by Robert Sheldon; Medium
- Twas in the Moon of Wintertime by Robert W. Smith; Medium Advanced
  Featuring the traditional Huron Indian/Canadian carol