

Teaching Core Repertoire Through Athletic Bands Performance

California Music Educator's Association (Bay Section) Conference | San José, CA

November 21, 2025

Companion Educator's Guide

gknoxmusic.com

CLASSICAL MUSIC HITS, VOLUME 1 REPERTOIRE

Gustav Holst, "Mars" from *The Planets*

Giuseppe Verdi, "Dies Irae" from *Requiem*

Modest Mussorgsky, *Night on a Bald Mountain*

Carl Orff, "O Fortuna" from *Carmina Burana*

[CMH Volume 1 Companion Listening](#)

NATIONAL STANDARDS CHEAT SHEET & LEARNING OBJECTIVES

Performing: Educators instill an emphasis on understanding how musical *context* of classical repertoire dictates performance within an athletics/marching band environment.

MU:Pr4.2 (Common Anchor #4: Analyze)

- **Standard:** Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. (MU:Pr4.2.E.5a)
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?
- **Objective:** Students will be able to *demonstrate* (through performance) how the characteristics of [insert tune name] contribute to understanding the context of the music within an athletics/marching band environment.

MU:Pr6.1 (Common Anchor #6: Present)

- **Standard:** Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. (MU:Pr6.1.E.IIb)
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- **Essential Question:** How do context and the manner in which musical work is presented influence audience response?
- **Objective:** Students will be able to *demonstrate* an understanding of performative intent as a means of connecting with an athletics audience.

Responding: Educators instill an emphasis on understanding how the curation of music with given characteristics can influence response (particularly in the athletics/marching band environment).

Mu:Re7.1 (Common Anchor #7: Select)

- **Standard:** Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. (MU:Re7.1.E.8a)
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?
- **Objective:** Students will be able to *explain* reasons for selecting [insert tune name] to perform at athletic events by citing characteristics found in the music, and connections to interest, purpose, and context.

MU:Re7.2 (Common Anchor #7: Analyze)

- **Standard:** Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. (MU:Re7.2.E.5a)
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?
- **Objective:** Students will be able to *identify* how knowledge of context in [insert tune name] and the use of repetition informs the response to the music.

SELECTED LISTENING

Commercials/Pop Culture References

- Reece's Halloween Commercial (Night On A Bald Mountain)
- Gatorade Commercial (Carmina Burana)

Collegiate Marching Band Performances

- The Ohio State University (Night On A Bald Mountain)
- EA Sports College Football Marching Band (Night On A Bald Mountain)
- University of South Carolina (Dies Irae)
- University of Houston (Dies Irae)
- Texas Christian University (Mars)
- EA Sports College Football Marching Band (O Fortuna)