

Randolph Township School District

**Music Department Instrumental Music:
6th - 8th Grade Band**

“Music washes away from the soul the dust of everyday life.”

-Berthold Auerbach

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Randolph Township Schools
Music Department
Instrumental Music: 6th – 8th Grade Band

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Randolph Township Schools Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Randolph Township Board Of Education Educational Goals Values in Education

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools Music Department

Instrumental Music: 6th - 8th Grade Band

Introduction

The band program in the Randolph School District grades 5 through 12 is designed to allow each student to progress as a musician and achieve musical independence at a high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm to name a few. The 4th grade recorder experience, which is part of the general music curriculum, is integral to the success of all beginning band members in the 5th grade.

The middle school band program expands on the foundations of instrumental music that the students learned in fifth grade band. Grade level ensembles are the basis of this program. Sixth Grade Band, Seventh Grade Band, and Eighth Grade Band provide developmentally appropriate ensemble literature and instruction for the students. Group lessons provide instruction specific to the instrument that the student plays. The basics of instrumental music performance - proper breathing, embouchure, hand and body position, tone production, and rhythmic accuracy – that were first introduced in fifth grade are refined and reinforced throughout the middle school program. It is imperative that these skills are learned correctly at the beginning level in order to avoid serious performance problems in later years. Select ensembles (Percussion Ensemble and Jazz Ensemble) are provided for students as part of an extracurricular program.

Group lessons are the backbone of this successful program, teaching the band members of Randolph the necessary skills on their individual instruments, thereby creating a meaningful concert band experience. In addition to group lessons, weekly scheduled sectionals and band rehearsals enable students' individual musicianship to be melded into cohesive ensemble playing. The three contact times per week creates an advantageous foundation for individual and ensemble musicianship skills.

It is the common goal of each band director in the Randolph Township School District to facilitate in the development of lifelong learners with a love and appreciation for music. Through the use of the NJCCCS for music, careful lesson and rehearsal planning, meaningful weekly rehearsals, and a multitude of performance opportunities both on and off campus, students are afforded experiences that will allow them to be productive members of society and supporters of the arts.

Randolph Township Schools
Music Department Instrumental Music: 6th-8th Grade Band

Pacing

The concepts set forth in this curriculum – rhythm, articulation, technical development, tone production, music theory, listening and analysis, musical expression, and care and maintenance of equipment – are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the Fifth Grade Band experience and continues into middle school and high school. By the end of fifth grade, students are expected to remember and understand these concepts. In later grades, students continue to address these concepts in ways that engage them and allows them to experiment and scrutinize how these concepts are evident in different styles of music. Extensive performance opportunities are provided to students as they progress through the 5 – 12 band program.

The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is dependent on the others. For example, rhythmic performance is wholly dependent on proper articulation, which, in turn, is dependent on proper breath control and tone production. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students also must maintain their instrument in proper playing condition in order to properly execute these skills.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band
CONCEPT: Rhythm

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>A strong rhythmic vocabulary is essential for musical development.</p> <p>Internal pulse is the heartbeat of music.</p> <p>Syncopation requires one to subdivide the beat.</p> <p>Using a metronome helps to establish internal and external pulse and an understanding of rhythmic patterns.</p>		<ul style="list-style-type: none"> • Why is rhythm important in music? • Are we born with internal pulse or is it developed? • Why does syncopation create excitement? • How can musicians perform rhythmic patterns accurately without a metronome? 	
KNOWLEDGE	SKILLS		CCCS
<p>By the end of 8th grade, the students will know:</p> <p>Rhythmic notation</p> <p>Pulse.</p>	<p>By the end of 8th grade, students will be able to:</p> <p>Identify and perform the following rests and corresponding notes: whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, sixteenth, quarter and eighth note triplets, and tied notes.</p> <p>Execute an external steady beat while developing an internal steady beat. Students will understand how to use a metronome to enhance their practice sessions.</p>		<p>1.1.5 1.2.5 1.3.5 1.4.5</p>

<p>The concept of subdivision.</p>	<p>Understand and be able to demonstrate the concept of subdivision.</p>	
<p>Various counting systems.</p>	<p>Understand and implement the traditional numeric counting system to aid in rhythmic comprehension. Students may also be introduced to non-traditional counting systems.</p>	
<p>The concept of syncopation.</p>	<p>Identify, analyze, and perform syncopation in lesson material and band music.</p>	

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band
CONCEPT: Articulation

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<p>Articulation is the beginning of all tone production.</p> <p>Articulation impacts many elements of music.</p> <p>Proper articulation dictates proper execution of musical style.</p> <p>The tongue starts notes but does not release them.</p>		<ul style="list-style-type: none"> • Is articulation necessary? • Are music articulation and spoken language related? • How does articulation effect tone quality and pitch? • How do different articulations affect musical style? • How are notes stopped?
KNOWLEDGE	SKILLS	CCCS
<p>By the end of 8th grade, the students will know:</p> <p>Tonguing technique.</p> <p>Various articulation styles.</p>	<p>By the end of 8th grade, students will be able to:</p> <p>Demonstrate the ability to consistently use their tongue in a proper striking motion and to begin to develop the ability to tongue at various speeds.</p> <p>Demonstrate the concept of “Breath-PressureArticulate.”</p>	<p>1.1.2.B.2</p> <p>1.1.2.B.3</p> <p>1.1.2.B.4</p> <p>1.3.2.B.2</p> <p>1.3.2.B.3</p> <p>1.3.2.B.4</p> <p>1.3.2.B.7</p>

Correct striking motion and grip for percussion instruments. Correct technique for releasing notes.	Verbalize, define, identify, and perform the following articulation styles: accents, slurs, staccato, legato, marcato, and tenuto. Execute the proper release method for various styles of music.	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band
CONCEPT: Technical Development

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<p>Technical proficiency is an essential element of musical performance.</p> <p>Scales and rudiments are basic fundamentals of good technique.</p> <p>Developing ones technique opens up many musical opportunities.</p> <p>Repetition while practicing is a successful practice method.</p>		<ul style="list-style-type: none"> • Is technical development necessary to perform a musical composition? • Are there different types of scales and rudiments? • How does improved technique increase performance options? • What are some ways I can improve when I practice? 		
KNOWLEDGE		SKILLS		CCCS
<p>By the end of 8th grade, the students will know:</p> <p>Correct fingerings, slide positions, sticking, and auxiliary percussion technique.</p> <p>An instrument specific warm-up routine.</p>		<p>By the end of 8th grade, students will be able to:</p> <p>Demonstrate the ability to execute proper fingerings, slide positions, stickings, and auxiliary percussion technique.</p> <p>Execute teacher directed warm-up routine and eventually transition to independent warm-up.</p>		<p>1.1.5</p> <p>1.2.5</p> <p>1.3.5</p> <p>1.4.5</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band
CONCEPT: Tone Production

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Velocity of airstream affects the player’s tone quality.</p> <p>Tone production is a lifelong pursuit.</p> <p>Refined individual tone quality positively impacts ensemble sonority.</p>		<ul style="list-style-type: none"> • What qualities of excellent tone stand out? • What constitutes a desirable tone quality? • How does an individual sound affect the ensemble sound? 	
KNOWLEDGE	SKILLS		CCCS
<p>By the end of 8th grade, the students will know:</p> <p>Proper breathing technique.</p>	<p>By the end of 8th grade, students will be able to:</p> <p>Understand that using proper breathing technique leads to a desirable tone.</p> <p>Executing proper diaphragmatic breathing technique at all times.</p> <p>Breathe while staying connected to the mouthpiece.</p> <p>Understand and employ the technique of “BreathPressure-Articulate.”</p> <p>Understand and demonstrate the concept of “Breath Support,” where the stomach muscles stay firm from</p>		<p>1.1.5</p> <p>1.2.5</p> <p>1.3.5</p> <p>1.4.5</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band
CONCEPT: Tone Production

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>The science and math of music is found in the study of theory.</p> <p>The principle of Tension and Release are realized harmonically in the Dominant / Tonic axis.</p> <p>The knowledge of the structure of music contributes to a higher level of musicianship.</p>		<ul style="list-style-type: none"> • Is an understanding of music theory necessary for understanding music? • What are some ways that music creates different responses in the listener and performer? • Does music require structure? 	
KNOWLEDGE		SKILLS	CCCS
<p>By the end of 8th grade, the students will know:</p> <p>Time signatures.</p> <p>Notation.</p>		<p>By the end of 8th grade, students will be able to:</p> <p>Students will be able to identify and perform music in the following time signatures: 4/4, 3/4, 2/4, 2/2 (cut time), and have exposure to compound meter.</p> <p>Identify and apply the following concepts: natural, sharp, and flat signs; repeat signs; first and second endings; one-measure repeat signs; pick-up notes; fermatas; key changes; tempo markings; stylistic indications; accidentals; carry-over accidentals; <i>D.C.</i> / <i>D.S. al Fine</i> / <i>al Coda</i>; changes in tempi – <i>Ritardando</i>, <i>Rallentando</i>, and <i>Accelerando</i></p>	<p>1.1.5</p> <p>1.2.5</p> <p>1.3.5</p> <p>1.4.5</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band
CONCEPT: Listening and Analysis

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Listening and self-evaluation are necessary in the development of musicianship.</p> <p>Listening to and analyzing music can assist in the performance of music.</p> <p>Strong aural skills are a building block of musicality.</p>		<ul style="list-style-type: none"> • What should I be listening for when I listen to a recording of myself playing? • Does exposure to recordings in mixed meter enhance a student's ability to play in mixed meter? • What should I be listening for while I am playing? 	
KNOWLEDGE	SKILLS		CCCS
<p>By the end of 8th grade, the students will know:</p> <p>Individual listening skills.</p> <p>Listening skills within an ensemble.</p>	<p>By the end of 8th grade, students will be able to:</p> <p>Listen for and apply a characteristically dark, warm tone. The student will be able to adjust their tone, first through teacher guidance and later independently, to meet the level of expectation.</p> <p>Create a characteristically dark, warm tone both within their instrument section and within the ensemble.</p> <p>Blend with others within their section to create a unified sound. Their section will blend with the ensemble to</p>		<p>1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2</p>

<p>How to utilize recordings to develop their skills.</p>	<p>achieve the proper ensemble tone as per the director's expectation.</p> <p>Listen as an individual and as a section of the ensemble to create the proper balance - listening down to the lower voices.</p> <p>Take personal responsibility for intonation; first within their section, and then within the ensemble.</p> <p>Listen for uniform articulation and style; first within their section, and then within the ensemble.</p> <p>Listen to professional recordings to develop a concept of individual and ensemble tone.</p> <p>Produce personal recordings and analyze them for progress and proficiency.</p> <p>Analyze recordings of ensemble rehearsals to gauge progress and proficiency.</p>	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band
CONCEPT: Musical Expression

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Music is a powerful tool that can be used to express one's emotion wordlessly.		<ul style="list-style-type: none"> • Why is it necessary to play music expressively? 	
Many musical compositions were the result of significant events from the composer's life experiences.		<ul style="list-style-type: none"> • How does the music express the composer's most inner thoughts and emotions? 	
There are many different ways of performing one composition.		<ul style="list-style-type: none"> • What makes a musical performance expressive? 	
KNOWLEDGE	SKILLS		CCCS

<p>By the end of 8th grade, the students will know:</p> <p>The effect of breathing on musical expression.</p> <p>The effect of dynamics on musical expression.</p>	<p>By the end of 8th grade, students will be able to:</p> <p>Breathe effectively and efficiently as an ensemble, playing extended measure phrases and employing the concept of “stagger-breathing” to enhance musical expression.</p> <p>Identify and mark places in the music to breathe that make musical sense, using the teacher for guidance.</p> <p>Employ dynamics, with the guidance of the teacher, so that they make explicit what is implied within each musical phrase.</p>	<p>1.4.2.B.1 1.4.2.B.2 1.4.2.B.3</p>
<p>The concept of musical awareness.</p>	<p>Learn to make performance choices that will enhance the notes on the page. This will be taught through teacher guidance, as well as active listening of high-quality recordings.</p> <p>Analyze their performance proficiency relative to musical expression through the use of selfrecordings. This includes recordings of ensemble rehearsals, as well as individual recordings performed through SmartMusic.</p> <p>Begin to emotionally express themselves while practicing and performing, with the guidance of a teacher.</p>	

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music: 6th-8th Grade Band
CONCEPT: Care and Maintenance of
Equipment

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Proper care and maintenance of an instrument is necessary for its longevity.	<ul style="list-style-type: none">• Do the materials instruments are made of impact cleaning procedures and schedules?

A wind instrument that is not kept clean can be unhealthy.	<ul style="list-style-type: none"> • What is that stuff on the inside of my instrument? 	
A dirty instrument can lead to performance problems.	<ul style="list-style-type: none"> • How does cleaning my instrument affect the way it plays? 	
KNOWLEDGE	SKILLS	CCCS
<p>By the end of 8th grade, the students will know:</p> <p>The proper tools and cleaners to use while cleaning the instrument.</p> <p>The necessary performance accessories specific to each instrument.</p> <p>The appropriate ways to tune their instrument.</p> <p>Repair of instruments.</p>	<p>By the end of 8th grade, students will be able to:</p> <p>Analyze the different tools and cleaners for cleaning their own instruments.</p> <p>Evaluate the need for the accessories for the instrument that will be used in performances.</p> <p>Evaluate the need for tuning one’s instrument.</p> <p>Diagnose minor repair problems with or without the aid of the teacher. Repair the minor problems with the guidance of the teacher.</p>	<p>1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2</p>

**APPENDIX A - RESOURCES:
RANDOLPH TOWNSHIP SCHOOL DISTRICT**

Rubank Duets – Book I woodwind instruments

Rubank Elementary, Intermediate for all instruments

Pares Scales for woodwind instruments

Rubank - Introducing the Bass Clarinet

Rubank – Supplemental Studies for Clarinet and
Saxophone

Oboe Gekeler Book One

First Book of Practical Studies for all WW instruments

Trevor Wye – Practice Book for the Flute, Book 1, Tone
(Novello Pub., London)

Rochut Etudes for low brass

Concone Etudes for low brass

Bordogne Etudes for low brass

Herring Etudes for low brass

Arbans method for trumpet

Vizzutti Method for trumpet

I Recommend for all instruments

Treasury of Scales books for all instruments

Supplementary books and materials provided from the instructor’s personal library as dictated by the level of the student:

Jr. Region / Jr. Area Band Solos

Various Garwood Whaley and Anthony Cirone Percussion Lesson Books

Selected Band Music – selected by the conductor of the ensemble.

Standard of Excellence, Book I

Standard of Excellence, Book II

Breeze Easy, Book II

Belwin Intermediate Student Method

Garwood Whaley series books for snare drum, timpani and keyboard percussion instruments

Circle of fourths worksheet

Tradition of Excellence

SmartMusic teacher subscriptions provided by the Randolph Board of Education

APPENDIX B - SmartMusic ASSESSMENT

Since 2011, the Randolph School District Band program has experimented with the online assessment tool SmartMusic. The Randolph music faculty has dedicated many hours to professional development in order to fully implement this program. As of 2014, we received a Randolph Education Foundation Grant for the hardware needed for our rehearsal and lesson facilities in the High School and Middle School. As of the 2014 - 2015 school year, the Middle School Band program has rolled out a comprehensive SmartMusic initiative integrating SmartMusic into the band and lesson program.

All Randolph Middle School band students will be asked to purchase a subscription. Assignments will be sent to the students from both the lesson teachers as well as band directors. Any student unable to purchase a SmartMusic subscription, will have the opportunity to submit their assignments via school owned “practice room” subscriptions.

The yearly cost involved in the SmartMusic Educator Subscriptions and Practice Room Subscriptions must be budgeted. Each school will need multiple SmartMusic Practice Room Subscriptions and each lesson teacher will need a SmartMusic Educator Subscription. As the SmartMusic initiative continues to evolve and expand into Randolph Band, Chorus, and Orchestra programs in all Randolph Schools, additional SmartMusic Educator and Practice Room Subscriptions will also need a budget line item.

APPENDIX C - Assessment Rubric

SUGGESTED RUBRICS

Date_____						Assignment
Level of performance						
Preparation	1	2	3	4	5	
Dynamic Control		1	2	3	4	5
Technique/Grip	1	2	3	4	5	
Tempo Control	1	2	3	4	5	
Interpretation	1	2	3	4	5	
Rhythm/Note Accuracy	1	2	3	4	5	
Intonation	1	2	3	4	5	
Total =						Grade =

RANDOLPH HIGH SCHOOL BANDS AUDITION

NAME_____

GRADE_____

INSTRUMENT_____

Rubric:

9-10= student has an excellent knowledge of concept and is able to demonstrate the concept at a very high level

7-8= student has an above average knowledge of concept and is able to demonstrate the concept at an above average level

5-6= student appears to understand concept and may or may not be able to demonstrate the concept

3-4 = student may or may not understand concept and has trouble demonstrating the concept

1 -2= student does not appear to understand the concept and is unable to demonstrate the concept

SOLO

1.TONE QUALITY (STRIKING MOTION)	1 2 3 4 5 6 7 8 9 10
2.INTONATION	1 2 3 4 5 6 7 8 9 10
3.ARTICULATION	1 2 3 4 5 6 7 8 9 10
4.EMBOUCHURE/GRIP	1 2 3 4 5 6 7 8 9 10
5.RHYTHMIC ACCURACY	1 2 3 4 5 6 7 8 9 10
6.NOTE ACCURACY	1 2 3 4 5 6 7 8 9 10
7.TEMPO CONTROL	1 2 3 4 5 6 7 8 9 10

8.DYNAMIC CONTROL	1 2 3 4 5 6 7 8 9 10
9.MUSICALITY	1 2 3 4 5 6 7 8 9 10
SIGHT READING	
10.NOTE/RHYTHMIC ACCURACY	1 2 3 4 5 6 7 8 9 10

TOTAL = _____

APPENDIX D - LESSON PLANS

RMS Instrumental Music

Concept Plan **Date:**

Class Type: After-School Rehearsal **Objectives:**

- To perform and run-through of the concert material in preparation for District Band Night
- To work on improving ensemble technique and articulation
- To work on improving phrasing and musicality **Preparation:**
- Extra Parts
- Tune and Metronome

New Jersey Core Curriculum Content Standards for Music

X 1.1 (Aesthetics) - All students will use aesthetic knowledge in the creation of and in response to music.

X 1.2 (Creation and Performance) - All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of music.

X 1.3 (Elements and Principles) - All students will demonstrate an understanding of the elements and principles of music.

X 1.4 (Critique) - All students will develop, apply and reflect upon knowledge of the process of critique.

_ 1.5 (History/Culture) - All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society. **Procedure:**

I. Warm-up (2:50-3:05)

A. Concert Bb Scale

1. Lows stay down – begin “constant tuning process”
2. 4 ¼ notes per pitch, changing style-dynamics-tempo

B. Articulation Exercises – Concert F scale

C. Concert Eb, Ab, and C

D. Bb Chromatic – Slurred 1/8 notes, slowly

E. T.O.S. #19 – Concert Eb Major

F. Tune

II. *Concert Run Through (3:05-3:20) – Record A.*

Two British Folk Songs

- B. *Into the Clouds!*
- C. *America the Beautiful*

III. *Two British Folk Songs (3:20-3:35)*

A. **Listen to Recording**

B. **Measures 1-24**

1. Phrasing across the bar line
2. Balance to the melody
3. Transition of melodic ideas – seamless
4. Intonation
5. Expressive performance

C. **Measures 76-92**

1. Woodwind articulation and note accuracy
2. Full, balanced, dark brass sound

D. **Measures 106-114**

1. Clean the pyramid effect
2. Accents where marked

E. **Measures 114-124**

1. Rhythmic accuracy of syncopation
2. C major 7 chord in measure 123

F. **Measures 124-end**

1. Accuracy

G. **Run through, reinforcing improvements**

IV. *Into the Clouds (3:35-3:50)*

A. **Listen to Recording**

B. **Measures 17-37**

1. Work with flutes on timing and confidence

2. Intonation
- C. **Measures 40-48**
 1. Bring out the horns
 2. Intonation
- D. **Last 2 measures**
 1. Clean notes
 2. Dynamics
- E. **Run through, reinforcing improvements**

V. *Announcements*

- A. **P.E. Pullouts – CHOIR Week**

VI. *America the Beautiful (3:55-4:05)*

- A. **Listen to Recording**
- B. **Run through again**

VII. **Thursday**

- A. **Review Wednesday's accomplishments**
- B. *The Thunderer*
 - Have students mark changes that are being made
 - Listen to recording to identify with the changes

RMS Instrumental Music

Concept Plan **Date:**

Class Type: Group Lessons **Objectives:**

- To work on instrument-specific technical exercises and tone building activities
- To work on scale proficiency
- To continue method books exercises

New Jersey Core Curriculum Content Standards for Music

X 1.1 (Aesthetics) - All students will use aesthetic knowledge in the creation of and in response to music.

X 1.2 (Creation and Performance) - All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of music.

X 1.3 (Elements and Principles) - All students will demonstrate an understanding of the elements and principles of music.

X 1.4 (Critique) - All students will develop, apply and reflect upon knowledge of the process of critique.

_ 1.5 (History/Culture) - All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society. **Procedure:**

I. **6th Grade**

A. Clarinet Improvement Exercises

1. Correct tone production
2. Improve execution across the break

3. Review C, F, and G major scales, thirds, arpeggios
 4. Instrument position – improve issues with pitch due to chin/instrument angle
- B. Method Book
1. Previously assigned examples
- II. **7th Grade**
- . Clarinet
1. Improvement Exercises
 2. Correct tone production – intonation in upper register
 3. E Chromatic Scale
 4. C, F, G, and Bb major scales (2 and 3 octaves)
 5. Rhythm Chart
 6. Method Book
- A. Saxophones
1. Scales, Thirds, Arpeggios
 2. Rhythm Chart
 3. Method Book
- III. **8th Grade**
- . Clarinet
1. Improvement Exercises
 2. Correct tone production
 3. E Chromatic Scale
 4. C, F, G, Bb, and D major scales (2 and 3 octaves) AND ARPEGGIOS
 5. Bb Chromatic Scale
 6. Rhythm Chart
 7. Method Book
- A. Saxophones
1. Scales, Thirds, Arpeggios
 2. Rhythm Chart
 3. Method Book

- IV. **All Grades**
 - Concert Music – last 5 minutes of lesson, time permitting**
 - A. Concert music trouble spots