

<b>Course:</b> <i>Concert Band</i> <b>Unit # 1 – Instrumental Techniques</b>	<b>Year of Implementation:</b> 2021-2022
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<b>Stage One - Desired Results</b>	
<b>Link(s) to New Jersey Student Learning Standards for this course:</b>  <a href="https://www.state.nj.us/education/cccs/2020/">https://www.state.nj.us/education/cccs/2020/</a> <a href="https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf">https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf</a>	

**Unit Standards:**Anchor Standard 1: Generating and conceptualizing ideas.

Novice 1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Intermediate 1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Proficient 1.3.C.12prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

Anchor Standard 3: Refining and completing products.

Proficient 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Proficient 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Accomplished 1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Accomplished 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Novice 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Intermediate 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

**Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a)

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b,

**Transfer Goal:** Students will be able to use their learning to apply the principles that govern the elements of music while developing and refining instrumental techniques.

As aligned with LRHSD Long Term Learning Goal(s):

- understand the principles that govern the elements of music
- apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing
- critique and be critiqued in a helpful and ethical manner

Enduring Understandings

Students will understand that . . .

EU 1

proper posture and how the instrument is held affect the accuracy and musicality of individual and group performances.

EU 2

proper articulation techniques are needed to perform music of all styles.

EU 3

efficiency during personal practice increases the facility of playing musical passages.

Essential Questions

Students will be able to . . .

EU 1

- How does correct posture, finger technique, and instrument position change the sound of the Concert Band?

EU 2

- How do articulations affect a musical style?
- How does the placement of the tongue determine the type of articulation?
- How does stick/mallet choice and technique determine the type of articulation a percussionist uses?

EU 3

- What constitutes efficient practice?
- How do you track and manage practice time to ensure efficiency?
- Why is it important to increase the facility of your playing?

EU 4

EU 4

tone quality enhances musical expression during performances.

- What constitutes good tone quality?
- How does an individual's tone quality affect the sound of the Concert Band?

Knowledge

Students will know . . .

*EU 1*

- the correct posture of the instrumentalist and position of the instrument. (1.3B.12prof.Cr3a,1.3C.12int.Pr5a)

*EU2*

- the types of articulations related to various musical styles such as: lyrical, march, and fanfare. (1.3B.12prof.Cr3a,1.3C.12int.Pr5a)

*EU3*

- the strategies and techniques associated with efficient practice such as the use of technical studies, repetition and reflection . (1.3B.12prof.Cr3a,1.3C.12int.Pr5a,1.3B.12acc.Cr3a)

*EU4*

- the characteristics of tone quality on their instrument, such as harmonic content, decay(sustain) and release of a note. (1.3B.12prof.Cr3a,1.3C.12int.Pr5a,1.3B.12acc.Cr3a)

Skills

Students will be able to . . .

*EU 1*

- sit up straight when playing and hold the instrument at the correct angle to the floor.
- demonstrate proper hand position for all instruments. (1.3B.12prof.Cr3a,1.3C.12int.Pr5a)

*EU 2*

- identify and perform various articulations in a specific musical style. (1.3B.12prof.Cr3a,1.3C.12int.Pr5a)

*EU3*

- record their practice time to track individual progress.
- document an itinerary that guides practice flow. (1.3B.12prof.Cr3a,1.3C.12int.Pr5a,1.3B.12acc.Cr3a)

*EU4*

- produce a characteristic tone quality through correct breath support and/or stick/mallet technique.
- identify and emulate the tone quality of various artists in performance. (1.3B.12prof.Cr3a,1.3C.12int.Pr5a,1.3B.12acc.Cr3a)

## **Stage Two - Assessment**

Other Evidence:

Performance quizzes

Peer critique

Live performances

Journals/Personal practice logs

## **Stage Three - Instruction**

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Demonstration of proper performance posture (A, EU1)
- Model of proper hand position (A, EU1)
- Model various articulations (A, EU2)
- Listen to exemplars of professional musicians (A, M, EU4)
- Identify and discuss various articulations within professional recordings (M, EU2)
- Create a visual representation of various articulations (M, EU2)
- Perform required literature with good tone quality, correct articulations and proper fingering technique (T, EU2, EU4)
- Use method books (Essential Elements series) to acquire and measure progress of articulations and good tone quality. (A, M, T, EU 2, EU 4)
- Maintain practice log/journal to document and measure progress in performance facility and efficiency (M,T, EU 3)
- Use Smartmusic.com online resources to acquire, improve, and measure progress of articulations and good tone quality. (A,M,T, EU 2, EU4)
- Use Sightreadingfactory.com online resources to acquire, improve, and measure progress of articulations and a characteristic tone quality. (A,M,T, EU 2, EU4)
- Perform scales in a slow tempo using whole notes and good breath support to produce a characteristic tone quality. (M,T, EU4)
- Use an exemplary recording to emulate the tone quality of an artist. (T, EU 4)