

Course: Concert Band Unit #: 3 - Performance	Year of Implementation: 2021-2022
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: https://www.state.nj.us/education/cccs/2020/ https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf	
Unit Standards: <i>Anchor Standard 4: Selecting, analyzing and interpreting work.</i> <i>Novice</i> <ul style="list-style-type: none"> ● 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. ● 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. ● 1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. <i>Intermediate</i> <ul style="list-style-type: none"> ● 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. 	

- 1.3C.12int.Pr4b: 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.

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.

Accomplished

1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

Advanced

1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

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, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that

addresses a local or global issue (e.g., environmental justice).

Transfer Goal: Students will be able to independently use their learning of instrumental technique and musicianship to perform at an increasingly higher level.

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

- develop creative thinking and problem-solving skills
- 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 independently and collaboratively
- critique and be critiqued in a helpful and ethical manner
- communicate creative responses, processes, and works about themselves, their culture, and society
- analyze the performing arts and their effects on the life-long learner

Enduring Understandings

Students will understand that. . .

EU 1

professional etiquette and behavior has an effect on the overall performance and on the audience's experience.

EU 2

a historical perspective of musical styles and composers will translate to an stylistically accurate performance.

EU 3

performing in public provides a service to the community and demonstrates the importance of music in society.

Essential Questions

EU 1

- What is the performer's responsibility to the audience?
- How does one's physical conduct affect the audience's perception of performers?

EU 2

- How does knowledge of musical styles and a composers background translate to an accurate performance of wind band repertoire?

EU 3

- How does performing for an audience enhance the level of a band's musical achievement?

<p>EU 4 membership in a band is important in the development of commitment, character and professionalism.</p>	<ul style="list-style-type: none"> ● How does the performance of music add to the culture of a community? ● How does a LIVE performance enhance the perspective of music within a community? <p>EU 4</p> <ul style="list-style-type: none"> ● What are the expectations of a student in a band? ● What are the consequences of an individual's actions on the band? ● In what ways can being in band develop good character, commitment and promote professionalism?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● the expectations of stage appearance and etiquette (1.3C.12nov.Pr5a,1.3C.12int.Pr5a) <p>EU 2</p> <ul style="list-style-type: none"> ● the different styles of band literature such as: marches, concert overtures, pop songs, fanfares, as well as music from other cultures. ● biographical and stylistic context of composers. (1.3C.12acc.Pr5a,1.3C.12adv.Pr5a) <p>EU 3</p> <ul style="list-style-type: none"> ● the effect of performing music within their community.(1.3C.12prof.Pr5a) 	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● Observe, evaluate and demonstrate the characteristics of etiquette during a quality performance.(1.3C.12nov.Pr5a,1.3C.12int.Pr5a) <p>EU 2</p> <ul style="list-style-type: none"> ● perform an accurate rendition of the repertoire based on the biographical and stylistic context of musical styles and composers.(1.3C.12acc.Pr5a,1.3C.12adv.Pr5a) ● <p>EU 3</p> <ul style="list-style-type: none"> ● perform LIVE music for community events, festivals, and competitions.(1.3C.12prof.Pr5a) <p>EU 4</p>

EU 4

- that strong character is built through commitment and professionalism.(1.3C.12acc.Pr5a)

- prepare for and attend all rehearsals and performances of the ensemble.(1.3C.12acc.Pr5a)
- stay engaged and mentally present at all times.(1.3C.12adv.Pr5a)

Stage Two - Assessment

Other Evidence:

- The student will rehearse music from different musical styles and use accurate interpretation.
- The student will keep a practice log.
- Individual testing using the department developed rubric
- Performance quizzes

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. {place A, M and/or T along with the applicable EU number in parentheses after each statement}**

- Watch and discuss videos of another band demonstrating the proper use of performance etiquette (EU1,A)
- Adhere to the proper dress code and exhibit appropriate behavior during concerts and other performances (EU1, M)
- Perform with the concert band in at least two major concerts during the school year (EU3, T)
- Identify different styles and phrasing techniques in a variety of concert band pieces and performances (?? A)
- Write a critique of their concert, evaluating musical elements (EU1, T)
- Perform in small and large groups for school and community events (EU3, EU4, T)
- Watch video presentations of music from other cultures (EU1, A)
- Compare and contrast music techniques that are specific to cultures from around the world (EU 2, EU 4, M)

- Perform musical literature that represents the multicultural experience (EU2,T)
- Participate in class meetings to generate rules and expectations for attendance and participation in concert band rehearsals and performances (EU4,T)
- Attend professional performances such as the Philadelphia Orchestra, Philadelphia Wind Symphony, or South Jersey Area Wind Ensemble, and evaluate performance etiquette. (A,M, EU1)